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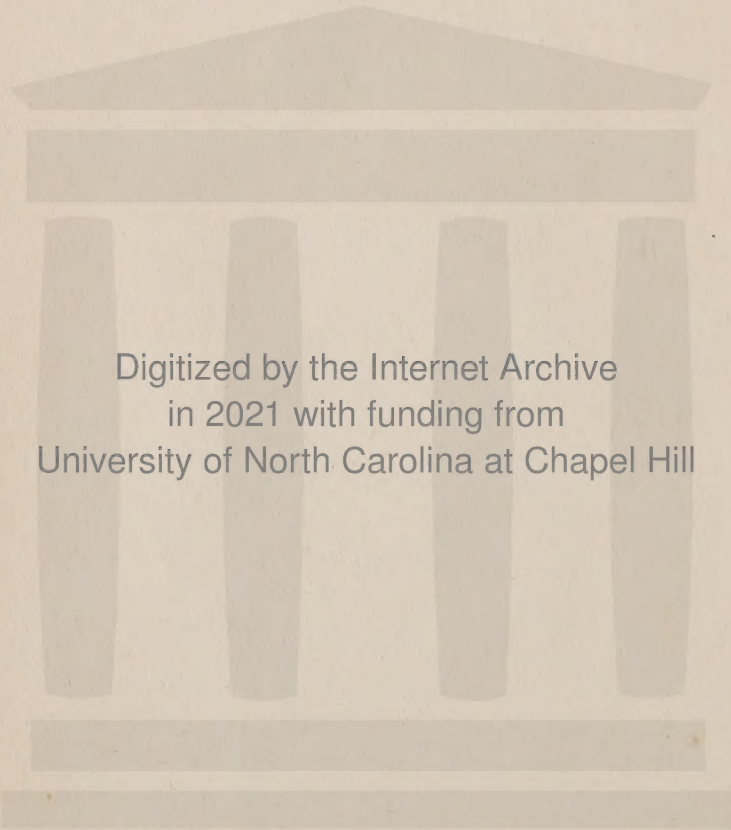
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THE NATIONAL

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EDUCATIONAL OUTLOOK

AMONG NEGROES



5 CENTS

SEPTEMBER, 1937



Wm. A. Joiner

THE FIRST PUBLIC SCHOOL FOR NEGROES IN THE DISTRICT OF COLUMBIA
(See Page 17)

IN THIS ISSUE

- Elementary Science Teaching
- Adult Education for Negroes
- Libraries Built By Children
- Starting School When It Opens
- Highlights of the N.A.T.C.S.
- Health of College Students
- Tips on Tiny Tots

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students, and pupils. The magazine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

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EDITORIAL COMMENT

A MESSAGE AND A CHALLENGE

Educational Progress Demands Teacher Improvement

The activities, relationships, and thoughts of the world are rapidly increasing in diversity, complexity, and intensity. Education is the only agency whose definite purpose it is to assist individuals to function effectively in this swiftly changing scene. In order that education may discharge this responsibility, teachers must keep abreast of progress in all the arts and sciences having relation to education. The difficulty of keeping abreast with this progress is realized when one begins to survey the vast body of literature that is constantly being published relating directly and indirectly to education. This difficulty is particularly apparent in the case of the majority of Negro teachers. Their meager salaries, unfavorable working conditions, and the expense and lack of availability of materials make the task almost impossible for them. Other teachers, more favorably situated, are frequently handicapped by lack of time. Most teachers in one locality are unfamiliar with the problems encountered by their fellow teachers in other localities, on the one hand, and the excellent examples of good educational practice frequently found among them, on the other. The need of a journal which would give special attention to the factors and problems here mentioned has long been realized.

Teacher Improvement Requires Aid of Journal

In order to supply this need the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES begins publication with this issue. We hope to make it in the truest sense a teachers' journal, which will be governed by the policy of SERVICE AND CONSTRUCTIVE HELPFULNESS. Its major purpose will be to translate the best in educational theory and practice in terms of the problems, interests, and needs of Negroes and to reduce the findings of educational research to the understanding of the average teacher. It will especially be devoted to the improvement of educational practice among Negro teachers and to the encouragement of creative thought and expression among Negro children and youth. It will not be the mission of this magazine to criticize and propagandize. *Our mission will be to emphasize the good.* We do not ignore the inequalities and discriminations experienced by Negroes in their efforts to obtain an education. But, while working for the correction of these evils,

we wish to emphasize the possibility of performing, within the above limitations, a better educational job than has been done in the past. The achievement of this goal requires the assistance of everyone.

Progressive Journal Requires Aid of Teachers

Teachers on all levels and in all sections, pupils, parents, and citizens must help. The cooperation of all these groups is solicited in the making of a magazine, that will contribute largely toward the educational reconstruction so much desired. This is a journal for those who have an idea to express; who have been waiting for an agency that was scientific, yet popular; simple, yet dignified; scholarly, yet practical. Those who have problems, questions, solutions, and answers on educational matters, in the school and in the home will find this journal a sympathetic organ. Those who have experienced or observed something of educational interest and significance are invited to send accounts of such to this magazine.

Interest of Profession, Teachers, Children and Journal Common

It is hoped that, by disseminating information, by diffusing facts, and by recognizing educational achievements, a bond of unity and professional spirit may be promoted, initiative and imagination stimulated, and pride of race and independence encouraged. We hope not only to encourage educational writing, but to serve as a channel for creative expression on the part of young people through such means as drawing, crafts, and music. We also hope through this magazine to stimulate reading. The meager amount of reading done by many of our teachers has been due, in the main, to three reasons, namely: (1) Lack of availability of materials, (2) lack of their simplicity, and (3) lack of their utility. It is believed that the low subscription rate and the nature of the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES will henceforth render these reasons invalid, and encourage more reading by those whose professional growth depends on it.

We are endeavoring to fill a need which we believe is not being filled by any other journal. We solicit your subscription and support. We invite your contributions and criticisms. By aiding in the achievement of the high purposes of this magazine, you will be promoting the personal and professional interests of Negro teachers. By encouraging its growth you will be helping to lay a solid foundation for the continued advancement of the Negro race.

The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

Getting Started When School Opens

HAROLD L. TRIGG

Does your school start when it opens? Or does it open and then pass through days or weeks of futile efforts at starting?

Much has been said about size of school in relation to time required for starting at the opening—size as expressed in terms of number of classrooms, number of teachers, number of pupils, number of elective courses, *et al.* Numerical size is not an important item in starting a school. It is the ratio of the size of the principal to the size of the school that is significant. If the principal is the numerator and equals 1, and the school is the denominator and equals 10, the school opens but seldom starts. REGARDLESS OF NUMBERS ANY SCHOOL IS TOO LARGE FOR ITS PRINCIPAL IF IT OPENS ON ONE DAY AND STARTS DAYS OR WEEKS LATER.

When does a school open? When does it start? Why should it start when it opens? How can it start when it opens?

The opening day is the first day of the school term as designated by law. The school opens on the first day. Principals, teachers, pupils and materials come together at one place in varying degrees of order or disorder as determined by the ratio of principal size to school size. Some schools open but never start.

The starting day is the first day

in the school term on which the organization functions fully toward the objectives of the specific school. This should be the first day. Actual instruction should begin. Students should know where to go and go there. Teachers should know what their objectives are, and the procedures for attaining them should be set in motion the first day. An educational situation has then been set up prior to opening, and directed learning may begin at once.

The advantages of opening and starting at the same time are numerous and are catalogued in any good book on administration and management. The administration maintains its own self-respect and confidence when it "gets off to a good start." The students respect the administration. It is part of the student's education to be a working unit of an effective organization. It is economical to begin the first day with the habits and attitudes which may be used effectively during the remainder of the year rather than to permit the initiation of activity which must be unlearned later. An important advantage which is sometimes overlooked is that of giving the school organization every available moment to perform the task for which it exists. Citizens work, are paid, and invest in many needs and wants — food, clothing, shelter, school, church, business enterprise,

play, recreation—and they expect returns on every investment. They invest millions in schools in order that the community's children may grow into self-supporting, self-directing, and cooperating participants in a society which should improve constantly in the number and types of services which it renders to individuals and groups. Every child who attends school without growth into desirable citizenship, without becoming "a positive asset to society," represents a distinct loss on an investment. If an individual or corporation invests in a business enterprise and it does not pay, immediate steps are taken to put it on a paying basis, or it is salvaged and investments are turned into other channels. A school that opens on one day and starts later or never is *not* a paying investment. Every moment allotted to the school in the legal term is needed for the actual process of education if the investment in time, effort, and finance is to give a fair return in improved citizenship. Every day lost in starting after opening is careless and wasteful handling of human ability and of valuable materials. The chief emphasis in economy is on intelligent spending of time, effort, and money. There is no economy in slattern organization and aimlessly dispersed effort.

The actual details of registration, schedule making or revision, and other activities incident to opening and starting, vary from school to school and may be secured from any one of several manuals of school administration. There are

certain procedures, however, which are common to opening and starting all schools.

I. SELF-EVALUATION

Accurate self-evaluation is an essence of intelligence. The principal should begin by calling a private conference with himself. This intimate session should be devoted to determining accurately the "size ratio" of principal to school. The test of the conference will be the extent to which opening and starting school are coincident on the first day of the designated term.

II. PURPOSES AND OBJECTIVES

In target practice the objective is the bull's eye. The purpose may be to get ready for war, hunting or a skeet tourney. The purposes and objectives for the school must be set as clearly as those for target practice. Teachers, pupils, and parents should participate in determining purposes and objectives in so far as their abilities permit. If this has never been done, it should be a first step when school opens, allowing for modification as needed. If the functioning of the school is directed toward no definite objectives, mere organization becomes an end in itself which, when achieved, lapses into chaotic aimlessness.

III. PLANNING

The good organizer visualizes each step prior to beginning. In his imagination he keeps the purposes and objectives of the organization before him and marshals purposefully selected men and materials on the scene in the order and juxtaposition which relieves the drive toward objectives of all friction and impedimenta. He puts his plans on paper, consults those who can render him expert assistance, revises where necessary, com-

pletes the plan and furnishes the blue print to all subordinates who are in directive positions in order to insure intelligent cooperation.

IV. PREPARATION FOR OPENING AND STARTING—THE PLAN IN EXECUTION

A. ASSEMBLING TEACHERS, STUDENTS AND MATERIALS

1. Teachers should arrive on time to be present at least one full weekday before the opening date. If they are not resident, they should be directed to previously selected homes where professional leaders may be at home. Every assistance should be rendered them in making quick and effective adjustments. A copy of the plan of organization should be mailed each teacher prior to this day. The actual length of time required for this preparation period is determined by the local situation. Extra pay for work done prior to the opening day is a question that the principal will hardly settle. The teacher is paid to be an effectively functioning part of an effectively functioning organization. It is distinctly to the teacher's advantage to do whatever is necessary in order to *start* the school when it opens.

2. Older and more mature students can be used economically as guides, messengers, orderlies and even in some routine phases of registration. They should be hosts to new students. A group of these students should be selected and given detailed directions before school opens.

3. Instructional materials including textbooks and a clean building and grounds are an essential part of the educational situation which the good principal sets up prior to the opening date.

4. Cooperation of local papers and churches may be secured in announcing the opening date and in giving the plan of registration.

B. INITIAL TEACHERS MEETING AND STUDENT REGISTRATION

1. In the initial teachers meeting the principal's opening remarks should be brief. The plans for opening, furnished prior to this time to all teachers, may be reviewed to insure familiarity with them on the part of every teacher. Duties and responsibilities incident to opening and starting may be delegated at this time. Last minute revision and suggestions may be made. The daily schedule is included in the plans which are presented prior to this time. The principal stops talking when he is through saying "something." Registration follows this meeting.

2. The registration of students, if it has taken place the previous spring, is a matter of caring for new students and making adjustments for old students. If registration is to take place in the fall it is completed for old and new students on this day before school opens, in accordance with the forms and regulations of the local system. Announcements of the opening of school should have included a notice of registration. The definite hour should be specified in the announcement. It is generally economical to register new students separately. Textbooks are sold, rented or issued at this time. Each student should have the following when he has completed his registration: (a) required textbooks and materials, (b) his schedule of classes, with time, place of meeting and teacher of each, (c) THE ASSIGNMENT OF WORK AND STUDY FOR EACH COURSE IN WHICH HE IS ENROLLED, (d) the name and room number of his home-room teacher, class advisor or counselor. With this information he is ready to start school on the day school opens.

3. All instructions should be in

writing. A duplicating machine of some type is economical and necessary to good organization.

V. EXTRA-CURRICULUM

The so-called extra-curriculum activities are an integral part of the student's education. They should re-

ceive the same careful planning and organization after definite purposes and objectives are determined as the other phases of the school.

*OPEN, START, KEEP GOING,
EVALUATE AT INTERVALS AND
MAKE CHANGES AS NEEDED.*

Nashville's New Pearl High School

A recent addition to the equipment and facilities for the educational development of Negroes is the new Pearl High School in Nashville, Tennessee. This new building is the result of many successive stages in the development of public education for Negroes in Nashville since the establishment of their first school in 1884. Designed by McKissack and McKissack, Negro architects, who are Consultants on the Nashville Federal Housing Project for Negroes, Pearl High School will accommodate over 1,200 children. Adequate rooms are provided for music appreciation, a library, physical science laboratories, food and clothing laboratories, industrial arts, a gymnasium-auditorium, executive offices, et cetera, all of which meet the

requirements of the Southern Association of Secondary Schools and Colleges. Ample room has been reserved on the site for an athletic field and stadium. The building is fireproof throughout, the frame being of reinforced concrete and the walls of brick, trimmed with cut stone. Beautiful parquetry maple floors are in all of the classrooms. The corridors, toilets, and a few special rooms have either tile or terazzo floors. Individual metal lockers are placed throughout the corridors.

The new Pearl High School is located in close proximity to one of the important national centers of Negro education which includes Fisk University, Meharry Medical College, and Tennessee A. & I. State College.

CALVIN L. MCKISSACK.

NASHVILLE'S NEW PEARL HIGH SCHOOL

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JAMBOREE TROOP S10, REGION 3, BOY SCOUTS OF AMERICA

B. F. Kersey, Richmond, Va., Scoutmaster; G. O. Carrington, Wilmington, Del., H. S. Crawford, Richmond, Va., Assistant Scoutmasters.

An Adventure in Brotherhood

World Brotherhood was the slogan of the National Jamboree of the Boy Scouts of America which was held in Washington June 30 to July 9. Approximately 28,000 Boy Scouts from the United States and several foreign countries, over 300 of whom were Negroes, lived for ten days in a tented city within an area which included the Washington Monument and the Lincoln Memorial. In the matter of housing the Negro Scouts, the custom of the region from which they came prevailed at the camp. Visitors to regions of the Jamboree grounds, where lived Boy Scouts who were from sections of the country where the troops were mixed, found the same situation to be true in their camp. From sections of the country where separate troops are the custom and the delegation of Negro

Scouts was not large enough to make up a Jamboree unit of 33 boys and three leaders, they were sent to a provisional troop made up entirely of Negro Scouts from other sections. There were four such troops in the camp which included less than fifty per cent of the Negro Scouts attending the Jamboree.

In no official program of activity were the Negro Scouts excluded or singled out for segregated units. Each troop was assigned, along with all of the other troops in the camp, to duties of policing, furnishing guides for exhibits and escorts of honor for the foreign Boy Scouts on special programs. The Negro Scouts were also included in the assignment of official duties in connection with the National Headquarters division of the Jamboree.

The phrases "what have you to trade," and "please autograph my book," were the most commonly heard at the Jamboree. The parties to the transactions knew no sectional boundaries nor difference in color of skin nor other racial features. Groups engaged in swapping and autographing formed everywhere in the camp without any formalities, introduced themselves and exchanged invitations to visit their troop camps for better acquaintance. Scouts of both races who lived next door to each other, ate and played together and enjoyed it. One Southern Scout executive who had to send the Negro Scouts in his delegation to a provisional troop came for them each time he took his own troop on a tour outside the camp area.

To have been a member of one of the many active groups in the Jam-

boree was an educative experience. The experiment proved that with the proper leadership all men can live together in peace, cooperation, and harmony. Such an example should stimulate Americans to re-echo "Hail Scouting Spirit," for in it are many valuable features of a true Democracy and world brotherhood.

G. OSCAR CARRINGTON

EDITOR'S NOTE—*Present at the Jamboree were Boy Scouts representing the East Texas Area Council, the only Negro council in the country. They were under Scoutmaster J. B. Anderson, and decorated their camp with pine tree limbs and boughs brought with them from Texas. Their mascot was a brown hoot owl for which they stoutly refused all offers for trading, no matter how attractive. They did trade such items as cow horn neckerchief slides and pincushions, plaster of paris tiger heads, and painted seashells.*

CREDIT TO WHOM CREDIT IS DUE

In order that we may give recognition to many persons who have made noteworthy, but frequently unrecognized, contributions, we are inviting our readers to send to us short biographical sketches of persons whom you know to have made outstanding contributions to the education of Negroes. These persons may either be, or have been, administrators, teachers, or otherwise connected with education or some allied field. These sketches should not exceed 1,000 words and should be authentic and specific as to the contribution. We invite you to assist us in this much needed effort. Send all contributions to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

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It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Tips on Tiny Tots

THE RESPONSIBILITY OF THE CHILD'S FIRST TEACHERS

MRS. G. G. GAINES

The increase of knowledge in the field of education, with its resulting revision of aims and methods, has made it clear to us that the teacher of kindergarten and primary grade children occupies what might be termed a strategic position.

The aims and methods of education and the part played by the teacher in bringing about the desired results, are all gradually changing. They have had to change in order to keep pace with the growing fund of knowledge resulting from a sincere study of human growth and development through scientific research and observation. Although there has always been a discrepancy between accepted knowledge of what should be done and actual practice, there are at present observable trends, which are true marks of progress. The aim of education is no longer the acquisition of a store of facts by the pupil, but the best development of each individual child, physically, mentally, socially, and emotionally. The method used to bring about our aim is no longer that of forcing upon the child lessons consisting of what seem useless facts to him, but that of learning because of interest through purposeful and well

planned activity of the child himself.

Teacher's Opportunity

The teacher of kindergarten and primary grade children has, perhaps, an even greater opportunity to influence the future development of children than has the teacher of older and more advanced pupils. The reason for this is that the young child of kindergarten or primary grade age is more plastic and is more susceptible to whatever one does to or for him than he will be at any later period of his life. Another reason is that the first years of school life are naturally fundamental and the basis upon which all future education must be built.

During childhood, as well as in adult life, each undesirable attitude and habit acts as a chain to retard progress and keep the individual from attaining his best development. Good attitudes and habits, on the other hand, make life smoother and enable the individual more easily to attain his goal. The plasticity of the young child makes it possible for the teacher more effectively to help him in the formation of useful habits and the overcoming of useless or harmful ones.

Good social, emotional, physical, and mental habits such as: ability to work harmoniously with others, a cheerful and happy outlook on life, independence, initiative, good health habits, straight thinking, and self control are only a few of those which the teacher should strive to help each child attain. She should do all in her power to help children to overcome such bad habits as: inability to get along and work with others, selfishness, timidity, lack of self confidence, day dreaming, lack of emotional control, inability to stick to a job until it is finished, and many others. To recognize the beginnings of an undesirable habit and to help each child to overcome his particular handicap offer a challenge which the effective teacher will accept. She will accept the challenge because she knows that if allowed to continue, an undesirable habit will usually become more accentuated and much more difficult, if not impossible, to overcome.

Teacher's Responsibility

It is, therefore, one of the greatest responsibilities of the child's first teachers to start him on the right road toward becoming a happy and useful member of society by helping him to gain good habits and attitudes which will serve as tools to attain the best development of which he is capable.

In order successfully to carry out the present day aims of teaching it is essential that the teacher herself develop and grow. She can do much to bridge the gap between ac-

cepted educational standards and actual practice if she will obtain and weigh information in her field and make a special study of works on child development. This is essential since our thinking can only be as good as our information.

Sources of Helpful Information

Many teachers are fortunate in having good public libraries at their disposal, others have salaries sufficiently large to allow for the purchase of good personal libraries. But unfortunately, there are many more who have no library facilities whatever, and who are unable to purchase anything approaching adequate libraries of their own. There is much valuable material in pamphlet or mimeograph form which may be obtained free or at very small cost by writing to the United States Department of the Interior, Office of Education; United States Department of Labor, Children's Bureau; and the United States Department of Agriculture, Bureau of Home Economics. All of these bureaus are located in Washington, D. C., and a list of their publications will be furnished on request. Bulletin number 26, published by the Office of Education is of especial value to primary teachers. It is entitled "Teacher's Guide to Child Development." Children's Bureau Publication number 30, entitled "The Child From One to Six" is also one which the teacher of young children will find helpful. Both of these bulletins will be sent free if single copies are requested.

SOME BOOKS FEATURING NEGRO CHARACTERS FOR YOUNG CHILDREN

DOROTHY B. PORTER

Each year several hundred books for children are published, but one notices little change in the types of Negro characters in these books. Little Black Sambo, Nicodemus, Frawg, Topsy, Uncle Tom, Mammy and other objectionable types are still with us. It is only very recently that a few Negro and white writers have written sympathetic stories with Negro characters. There are far too few books available which offer to Negro children information about the heroic deeds of their ancestors, or about the Negro's contribution to modern civilization. Too few are realistic biographies of great living Negro men and women.

Fiction

Most of the books, for the young reader, that portray Negro characters are in the realm of fiction. *Popo and Fifina*, by Arna Bontemps* and Langston Hughes,* illustrated by E. Simms Campbell* (New York, Macmillan Co., 1932, \$1.50, 4-6**), is a charming story of the daily life of two little Haitian children. Bontemps has also written *You Can't Pet a Possum* (New York, W. Morrow and Co., 1934, \$1.50, 4-6), a sympathetic story in dialect of Shine Boy and his dog, Butch. Another book with a foreign scene is *Jamaica Johnny*, by Berta and Elmer Hader (New York, Macmillan Co., 1935, \$2.00, 4-5), one of the best illustrated and most appealing books for children.

*Negro author.

**Years for which the book is suitable.

Mom du Jos, by Erick Berry, pseudonym for Mrs. Allena C. Best (New York, Doubleday, 1930, \$2.00, 3-6), tells of a little African doll that was lost in the jungle. *Penny Whistle*, by the same author (New York, Macmillan Co., 1930, \$1.00, 3-6), becomes an expert in playing tunes on his penny whistle after the jungle birds' effective teaching. *Girls in Africa*, by Erick Berry (New York, Macmillan Co., 1928, \$2.00, 5-8), is a series of adventure stories of a white girl named Isobel who journeyed to Nigeria, and of several other little girls, Mowa, Howa, Ashu, Moy and Daria from various African tribes.

Ellis Credle offers a story of a little colored boy who made a trip to the circus in *Little Jeemes Henry* (New York, Nelson and Sons, 1936, \$1.50, 4-8). This is a more desirable book from the point of view of illustrations than Credle's *Across the Cotton Patch* (New York, Thomas Nelson and Sons, 1935, \$1.50, 4-8), a story of a little white boy and girl who played with the little black twins Atlantic and Pacific and their baby sister, Magnolia Blossom. Eva Knox Evans's *Araminta* (New York, Minton, Batch & Co., 1935, \$2.00, 2-4) is a popular story of a little city Negro girl who went to visit her country grandmother in Alabama.

Biography

In the field of biography *For Freedom*, by Arthur Huff Fauset*

NATIONAL EDUCATIONAL OUTLOOK

(Philadelphia, Franklin Publishing Co., 1927, \$1.50, 8-12), surveys the history of the American Negro from his introduction into America as a slave to his place in American life today. *Booker T. Washington*, by W. C. Jackson (New York, Macmillan Co., 1922, \$.88, 8-12), is adapted from *Up from Slavery* for the young child. *Railroad to Freedom* (New York, Harcourt, Brace, 1932, \$2.50, 7-12), the story of Harriet Tubman is by Hildegard Swift. *From Captivity to Fame, or the Life of George Washington Carver*, by R. H. Merritt* (Boston, Meador, 1929, \$2.00, 8-12), will interest most young boys. Carter G. Woodson* in *Negro Makers of History* (Washington, D. C., Associated Publishers, 1928, \$1.65, 8-12) has given us simply written sketches of many prominent Negroes.

The Associated Publishers began its series of juvenile books with *The Picture Poetry Book* (Washington, D. C., Associated Publishers, 1936, \$1.10, 3-8), a small volume of poems by Gertrude Par-

thenia McBrown,* with pictures by Lois M. Jones.* The Associated Publishers' fall list contains the following books for children: *The Child's Story of the Negro*, by James D. Shackelford,* (\$1.00, 4-8); *Negro Folk Tales*, by Helen A. Whiting (\$1.10, 3-5), will contain stories from the life of the African native. *Negro Art, Music and Rhyme*, by Helen A. Whiting (\$0.75, 4-8), is to present to the child the artistic ability of the African in pottery, basketry, weaving and other arts.

The above listing by no means represents all of the suitable and available titles for children which involve Negro characters. However, there is a great need for more books with Negro subject matter that are better written, and better illustrated for young children.

NOTE—For the benefit of our readers the editors would be pleased to receive references for inclusion in this department. Such references should be complete as to title, author, publisher, age level for which suitable, and price (if possible).

WRITING FOR PROFIT

The National Educational Outlook Among Negroes is desirous of presenting to its readers educational fiction in the form of short stories. It believes that many lessons of lasting value may be taught through this means. There are many educational situations in the classroom, on the playground, in the home and elsewhere which appropriately may be used as background material. We are therefore inviting students, teachers and others interested to send us short stories of the nature described. These short stories should not exceed 1,200 words and should deal with themes which have educational significance. The National Educational Outlook Among Negroes will pay three dollars for each short story submitted and printed in its pages. We reserve all rights to the stories we print. No manuscripts will be returned unless accompanied by return postage and mailing instructions. Send all short stories to the Story Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

Newsboy Wins Trip to Europe

WILLIAM M. CAMP

Herbert Banks, 17 year old son of a Washington, D. C., housemaid was one of the three winners of the William Randolph Hearst Summer European Vacation Tour sponsored by *The Washington Times*. Young Banks sailed from New York on the *S. S. Manhattan* on July 14, after winning the contest in which more than 1,200 white and Negro boys participated.

From the ranks of *Washington Times* carrier boys, he was selected as an outstanding student and salesman because of his records at Dunbar High School and the circulation department of the paper which he sold. More than 250 white and Negro boys were selected from the main group of carriers to take a written examination which involved the writing of two essays, one on "My *Washington Times* route, its value to me from a business and educational viewpoint," and the other on "What educational advantages I expect to derive from the William Randolph Hearst Summer European Vacation Tour." From the 250 carriers, Banks was one of the 40 selected to be personally interviewed by J. M. Black, circulation manager, and others in the *Times* circulation department. He was again picked to appear personally before a citizens committee, headed by John T. Lambert, publisher of *The Washington Times*, for the final selection. After a grilling period in which he was asked questions concerning history, geography, present-day European facts, *et cetera*, Banks was finally selected with two white boys to represent Mr. Hearst on the 12,000 mile trip through Europe.

The three youths visited London, Amsterdam, Berlin, Prague, Vienna, Venice, Rome, Milan, Lucerne, Paris, and other famous cities and countries in Europe. Foreign correspondents of Hearst newspapers met them

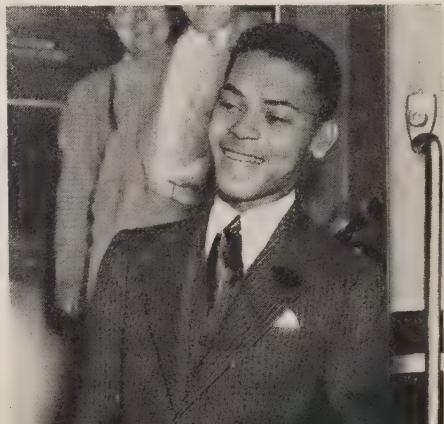
in every principal city and they saw sights seldom seen by the ordinary travelers. Each boy carried a personal letter of introduction to American diplomatic and consular officials abroad from Secretary of State Hull. The youths sailed for America on August 12 aboard the *S. S. Washington*. During the entire trip the winners wrote their experiences which were cabled to *The Washington Times* for publication.

During a reception for the winners at the State Department in Washington, Secretary Hull singled out young Banks and said:

"My boy, you have been given a splendid opportunity to see Europe and represent your race on a trip such as this. I am glad to see you as one of the winners and I am confident you will return with a better appreciation of your own country and a better understanding of our foreign neighbors."

HERBERT BANKS

Washington Times Photo



*The First Public School for Negroes in the District of Columbia**

WILLIAM M. BREWER

The background of the first colored public school in the District of Columbia reflects clearly the efforts of missionaries and philanthropists through more than a half century of private school development. These interested men and women responded to the humanitarian spirit which flowered in the period of the crisis from 1830 to 1860. These pioneer leaders in the movement to establish free colored public schools in the District of Columbia were predominantly religious and quite similar to those of the larger crusade in the South that laid the foundation of education for Negroes in the United States.

Early Efforts

With the abolition of slavery in the District of Columbia April 16, 1862, the first movement for a free public school system was begun. On May 21, 1862, Congress provided that ten per cent of the taxes collected from free colored people in Washington and Georgetown should be set apart for the purpose of initiating a system of primary schools for colored children. This act also made the board of trustees of the two cities the custodians of these funds. Congress passed another act on July 11, 1862, which created a board of trustees for colored schools for Washington and

Georgetown. The members of the first board were Daniel Breed, Zenas C. Robbins, and S. J. Bowen. The municipal authorities under this measure accredited to the colored school fund for Washington \$256.25 for 1862 and \$410.89 for 1863, and for Georgetown \$69.72 in 1863. Friends of the cause for free colored schools increased the fund to \$3,000 in Washington for 1863. During these two years no school was opened because of lack of funds, which was also the reason that only one school operated between 1864 and 1866.

The first colored public school in the District of Columbia was opened on March 1, 1864, in Ebenezer Church, which was the earliest Negro religious sanctuary. Miss Emma V. Brown of Georgetown, a trained and capable young Negro woman, was the first teacher appointed, and received an annual salary of \$400. Miss Frances W. Perkins of New Haven, Connecticut, joined Miss Brown without compensation, but the New England Aid Society of Boston came to her support. The enrollment of this school at first was 40 pupils but later increased to 100, with many applicants being turned away. Miss Perkins deserves further credit for starting the movement which resulted in the erection of the first colored public school house in the District of Columbia. In the

*See front cover for picture.

summer of 1864, she solicited funds, and Mrs. Parker of New Haven gave \$1,000 to aid in the erection of the school house.

First Building

The trustees were encouraged by the donation of Mrs. Parker and sought additional funds. With some difficulty they secured a lot 42 by 102 feet on C Street, S. E., between Second and Third Streets, and erected a two story frame building 42 feet square, with two rooms on each floor. The school was moved into this building on May 1, 1865, with dedication exercises. Thus, Washington's first free colored public school building came largely through the enterprise and enthusiasm of New England heroes and heroines whose rare contributions to Negro education and uplift re-

main to be written. From this four room school, which started in Ebenezer Church with only two teachers, have grown the public schools for Negroes of today in the District of Columbia.

What Miss Brown, her associates, and the trustees lacked in material things in 1864, they made up for in courage, determination, and great faith in the ultimate possibilities of any sort of training. This vision to them was identical with that which inspired Negroes throughout the South, and still urges them to greater effort for all kinds of education, which they confidently believe will continue to be their foundation and hope.

(Most of the data for this contribution were taken from the Special Report of the Commissioner of Education on the Condition and Improvement of Public Schools in the District of Columbia, 1868. United States Department of Education.—Editor's Note.)

Adult Education for Negroes: Some of Its Major Problems

JAMES A. ATKINS

Adult education for Negroes is not new. But in recent years under the impact of tremendous mechanical progress it has undergone rapid and fundamental change and is now assuming importance as a vital instrument of social advancement. This trend justifies continuous study with a view to continual adaptation to the needs of a constantly shifting social scene.

Early and Informal Efforts

For years the Negro church has

rendered an adult education service, often unconscious in aim but meeting the demands of lethargic change in rural and semi-rural communities that were the home of the race until a few decades ago. Clubs and societies among Negro men and women have rendered a service similar but more limited in scope. Since the World War the United States Agricultural Extension Service has carried on an extensive program of adult education in rural areas. The Negro farmer

in a large part of the South has shared in this program. Between 1930 and 1934 the American Association for Adult Education conducted two experiments for the purpose of exploring the possibilities of conducting adult education programs for urban Negroes through the public library.

Emergency Adult Education Program

During the past four years the Federal Government, in cooperation with the States, has conducted a nation-wide emergency program of education as a part of a vast number of projects designed to "beat" the depression. In spite of its emergency characteristics, this program has given the Negro his fullest opportunity to become acquainted with adult education.

Due to the fact that this program is conducted on a national scale, and is so much more inclusive than any of the other programs, examination of some of its significant accomplishments and problems may shed light on the topic under consideration. It has reached the Negro adult in every section of the country, and has offered practically every type of subject or activity that interest and need could justify. All levels of instruction, from the primary school to the university have been provided. Its classes have been conducted very largely under the sponsorship of the public school systems and it has made use of their physical facilities rather generally. At the same time it has had the close cooperation of other social agencies such as churches, libraries, Y.M.C.A.'s, Y.W.C.A.'s, settlement houses, and Urban Leagues. In a few instances its classes have met in factories, unused portions of

machine shops, private homes, vacant lots, and even in cotton fields.

It has enrolled about one in every ten Negro adults in the Nation; reduced Negro adult illiteracy by approximately one-fourth; brought occupational training to thousands of Negro men and women for the first time in their lives, and sharpened the occupational skills of thousands of others; helped to reveal to an increasing number of Negro workers the real facts concerning the present labor situation; enlightened the underprivileged Negro family in regard to home management and home and community relationships; awakened in a large segment of the Negro population a new sense of social and civic responsibility; and, to a very great extent, promoted the restoration of emotional equilibrium in the race in a time of dire distress and darkest gloom. These are only a few of its accomplishments. One of even greater significance is that of *making the country aware of the tremendous need of the Negro for adult education.*

Problems of Formal Education

Every phase of the program has revealed a multitude of problems, not all of them peculiar to Negroes, but most of them accentuated in their case. To illustrate, after giving effect to the number of Negro men and women taught to read and write for the first time through the efforts of the Emergency Program, approximately one million, or approximately 14 per cent of the present Negro adult population remains illiterate as against approximately 4.5 per cent of the adult population of the nation as a whole. A similar situation exists in reference to the number of Negro men and women in need of further education to enable them to meet the ordinary requirements of daily living. For example, about four million, or

about 60 per cent of this group have advanced barely beyond the primary level in school, while only 25 per cent of the nation as a whole has failed to advance to the junior high school level.

Economic and Social Problems

This need for remedial education is of far-reaching importance. Three of every five Negro adult wage earners are employed in low-paid, unskilled occupations, when they are employed at all. This distribution bears such close correspondence to the proportion of Negroes in need of further education as to suggest a causal relationship. Closely associated with the low earning power incident to unskilled employment is the problem of spending wisely the small wages earned. The great increase in available goods places additional responsibility on the individual for making choices in the face of high pressure salesmanship which is so frequently characterized by misinformation and wrong emphasis.

The present cityward movement of the Negro population results in health problems which, though not due entirely to low educational status, are affected adversely by it. The story of high mortality from such diseases as tuberculosis, pneumonia, and syphilis should be burned into the soul of every Negro adult. Problems of family life are critical. Although satisfactory parent-child relationships are perhaps more necessary than for any other group because of the lack of outside help in the form of supervised recreation, such relationships are more likely to be lacking among Negroes than among any other group. All the adult education programs taken together have not scratched the surface in this field. Negro housing—rural, village and city—is notably sub-standard. Low economic status and the

clash of race and class are undoubtedly important factors, but the influence of education of the right sort is not to be overlooked.

Its high Emotional Quotient, coupled with its present educational status, makes the race susceptible to the blandishments and threats of the worst type of propagandist. This fact has dangerous implications for the group in a world torn by factions struggling for power.

Problem of Educating the Educated

The educated Negro adult has his educational problems, too. During the lean, depression years several thousand holders of teaching certificates and degrees in Education have found it necessary to make radical changes in their attitudes and to make further special preparation to enable them to teach adults successfully. Also, persons in this class have discovered that had they received training in the fundamentals of personal salesmanship, they might not have had to pound the pavements so long and hard in search of employment. Furthermore, a number of the so-called educated have learned that there is a modicum of truth in the saying that there is work for those who can do the common things uncommonly well. In other words, it has not been so hard for trained, commercial cooks, landscape workers, maids and hostesses to secure employment as for some others. Examples like these raise a serious question, namely: Have our schools added to the problems of adult education by failing to understand and discharge obligations to their students?



ELEMENTARY SCHOOL LIBRARY, BIRMINGHAM, ALABAMA

Libraries Built by Children

CAROL W. HAYES

To encourage and assist in the establishment of school libraries, upon the recommendation of the Superintendent of Schools, the Birmingham City Board of Education offered to match up to fifty per cent of each school's enrollment every dollar raised by any of its twenty-five Negro schools. The schools accepting this offer made it a cooperative enterprise among pupils, teachers, parents and community organizations.

In this activity the pupils took the initiative, for here we believe that nothing should be done by the teacher that can be done by the pupil with satisfaction to both pupil and teacher. The methods used in arousing interest, in raising

funds and in the keeping of records were largely planned by the children. The art, manual training and home economics classes made flowers, vases, mottoes, book cases, newspaper racks, files and curtains in order to make *their* library orderly and beautiful. Collections of curios gathered here and there by the children were placed in some of the libraries. Invitations to and reception of patrons for the opening of the library were managed by students. Vitalized commencement exercises were held and centered around the children showing or telling why and how their library was started and what patrons could do to help it grow. No opportunity was lost to make the building of

these libraries a real educative experience for the children. Principals and teachers offered guidance only when it was deemed necessary.

At the beginning of the enterprise each school set a goal for itself in the raising of funds. Definite dates were established for the library drive, for the library to be put into operation, and for its inspection by patrons and the public at large. Home-room meetings, auditorium programs, posters, individual badges, bulletin boards, letters to parents and community organizations which centered around the needs for a library aroused enthusiasm for the drive.

Funds were raised by the children chiefly through the collection and selling of old newspapers, rags, scrap iron, bottles, coat hangers, tin cans, and coupons from different household commodities. Charts placed in the hallways showing the daily progress of each class provoked much friendly competition between the classes and kept their enthusiasm at high heat. In this manner the children raised \$1,500. By agreement this amount was matched by the Board of Education making a total of \$3,000 available. The amount raised by the different schools was more or less in proportion to the size of the school and ranged from \$12 in a two-teacher primary school to \$400 in a forty-teacher elementary school. These amounts were increased by contributions from different Parent-Teacher Associations, which gave various types of entertainments in order to help raise funds for the

drive. Donations of books, selected from an approved list submitted by the school, were made by friends and organizations. As a memento, the name of the donor was inscribed in each book. As a result of this effort books in the different schools now range from 105 volumes in the smallest school to 2,000 in the largest. They comprise a discriminating selection of encyclopedias, picture books, poetry, art, music, drama, history, biography, travel, nature, science, industry and general literature.

All school orders for books were carefully checked by Miss Margaret Miller, Head of the Children's Department of the Birmingham Public Library. Valuable assistance was also given by Mrs. Erlene C. Driver of the Booker T. Washington Branch. A special effort was made to include in each library order list books written by or about Negroes. In this connection lists of such books selected from the following sources proved to be very helpful: Miss Willie W. Welch, Supervisor of Libraries, State Department of Education, Montgomery, Alabama; Miss Martha Parks, Director of School Libraries, State Department of Education, Nashville, Tennessee; Dr. Carter G. Woodson, Director of the Association for the Study of Negro Life and History, Washington, D. C.; and the Julius Rosenwald Foundation, Cotton States Building, Nashville, Tennessee.

This abbreviated account will have served its purpose if it has inspired some one to have at least the "beginnings" of a school or classroom library that will permit the children to have a large part in planning, executing and evaluating it.

The American Teachers Association

(Formerly the National Association of Teachers in Colored Schools)

HIGHLIGHTS OF THE CONVENTION

The 34th annual convention of the N. A. T. C. S. met at the Philadelphia High School for Girls, Philadelphia, Pa., July 27-30, 1937. The convention was probably the most successful in many ways in the history of the organization. All meetings were well attended and in some instances the attendance was beyond room capacities. The speakers represented many of the important areas of the country. Peculiarly satisfying was the attendance by local citizens upon the evening sessions intended for the public. The musical programs were of a high order.

Mrs. W. C. Burch, the outgoing president, and her associates deserve unstinted credit for the character of the program. The main topic was the Exceptional Child, with special reference to the Gifted, Talented, and Handicapped. It at once gave recognition to the scientifically trained members of the organization and forecast the demands of the future. The program was well timed and placed, for the more general aspects of education have held the spotlight long enough, and the convention was meeting in a school system which is exceptional-child minded.

For the first time in a number of years, the association adequately supported itself financially during the year and retired some of its old obligations. There is evidence that the association will not again lapse into the policy of running deficits which must be made up by special contributions from members.

The association adopted a new, simplified constitution, the most marked

feature of which was the change of the name from the National Association of Teachers in Colored Schools to that of the American Teachers Association. The change was thoroughly discussed and voted overwhelmingly.

The newly elected officers are as follows:

Alphonse Heningburg, North Carolina, President

J. T. Gilliam, Arkansas, Vice-President

Wm. W. Sanders, West Virginia, Executive Secretary

Howard H. Long, District of Columbia, Treasurer.

Regional Vice-Presidents

J. L. Jones, Louisiana, Region No. 1

M. A. Jones, Georgia, Region No. 2

F. D. Bluford, North Carolina, Region No. 3

Mary L. Williams, West Virginia, Region No. 4

Carrington L. Davis, Maryland, Region No. 5

J. Arthur Turner, Missouri, Region No. 6.

Few times have the visiting members been more promptly and adequately taken care of by local committees. The usual social accompaniments of conventions were, in our judgment, appropriately subdued, and this without any ground for complaint by visitors. Messrs. Clarence R. White and Tanner G. Duckrey and their associates deserve high appreciation from both visitors and home people for their excellent service.

HOWARD H. LONG.

REPORT OF THE COMMITTEE ON RESOLUTIONS OF THE AMERICAN TEACHERS ASSOCIATION

Philadelphia, Penna., July 30, 1937

Introduction

The N.A.T.C.S. (now A.T.A.) believes that education is the inalienable right of every American child and that it is essential to the promotion and preservation of our democratic ideals. Therefore this Association, whose purpose definitely concerns the education of Negroes, challenges its members to action in attaining objectives now set forth:

Every Negro child, as well as all other children in America, should have the opportunity for fullest development in mental, moral, and physical health, and in the attitudes, knowledge, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, this Association proposes for all Negro children:

A. Enriched curricula that prepare the child for his cultural, vocational, recreational and civic responsibilities, and that take into account the interests, needs, and abilities of the individual;

B. A socially desirable environment that will provide a background of more fertile experience;

C. Healthy minds and bodies;

D. The right to unfettered teaching which will aid the child to adjust himself advantageously to his environment and to changing social conditions through the development of habits of sound thinking;

E. Systematic programs of vocational and educational guidance, in charge of competent persons especially equipped for the work.

Educational Aims and Objectives

Whether the curriculum is to be conceived in the narrow sense of a mere systematic arrangement of organized experiences called courses, or comprehended as the totality of the guided experiences of the stu-

dents, the demand for adjusting it to the individual need of the learner is imperative whether the learner be normal, gifted, or handicapped.

Not only is cultural or true liberal education needed still, but there is also a growing demand for a vocational program which will guarantee to Negro students the right of economic survival and security in greater degree than they now possess. This program must provide not only the means for securing for Negro youth a job or the right to work, but it must develop within them the skills, ideals, and attitudes which will lead to their success in creating a job or work opportunity in some occupational fields.

Adapting Education to the Needs of the Individual Student

It is recommended that a competent committee from this organization be appointed to go into and make a careful study of a few selected schools throughout the South and the nation, both for white and for colored children, that have made noteworthy progress in adapting education to the needs of individual students, and that this committee then prepare, as representatives of the Association and in consultation with experts both within and without the Association, not a voluminous, but a brief outline of practical, useful suggestions which might be undertaken in a considerable number of schools over the South.

It is further recommended that under the leadership and guidance of this Association, through the aforesaid permanent committee, the Association encourage a few colleges to offer courses designed to prepare principals and teachers who can and will carry out programs of individual adaptation outlined by the committee. Such courses might be designed for both pre-service and in-service

training. By occasional visits from members of your permanent committee, it is believed, the Association may render invaluable service to colleges and students and may help more and more to establish and promote adjustments in our educational program that will prove a godsend to individual students throughout the land.

Coordination of Effort Among Negro Colleges

Be it further resolved and recommended that this body go on record as recommending a continuous factual survey of higher education among Negroes for the purpose of planning for the development of this group of schools for a period of from 25 to 50 years. Such a survey would gather and present such data as would aid in determining the following facts:

1. The number of students to be served annually;
2. The extent and character of the several kinds of service needed;
3. The number and kinds of schools needed to perform the several classes of service;
4. The cost of operating these schools for a high quality of service and at a high rate of efficiency;
5. The probable ability of students to pay the cost of the service rendered;
6. The necessary adaptations needed to fit the present group of Negro colleges to the needs indicated by the survey.

And be it further recommended, that in order to promote such a survey and to apply its findings to the situation at hand, a permanent commission on higher education among Negroes be organized, its membership to consist of representatives of the state and federal governments and of all the boards, foundations, denominations, educational associations, and other bodies interested in the work included in this field. On the basis of the findings of the sur-

vey, it would be the duty of this commission to promote cooperative action among the colleges in making such adjustments as would best serve the purposes of a coordinated program. Following agreements to cooperate in such a program, plans could be made and put into operation for building up adequate endowments in order to insure a stable income for each institution in carrying forward its program.

Federal Aid

Be it resolved that this Association go on record as continuing its activity in favor of federal aid to education in the States, which shall be administered in such a way as to give adequate aid to States on the basis of need, with special provision for the allotment of a fair share of such aid to schools for Negroes in states which maintain by law a bi-racial system of schools. We urge that the Association cooperate with organizations working toward these ends.

Federal Advisory Committee on Education

It is recommended that this Association, through the proper officer or officers thereof, request the President of the United States to appoint one or more Negroes to the President's Advisory Committee on Education.

Resolution of Thanks

Be it further resolved that the National Association of Teachers in Colored Schools, now the American Teachers Association, expresses its appreciation of the hospitality and courtesy of the City of Philadelphia and its environs as extended through the various school organizations, the general and special local committees, the president and faculty of Cheyney State Teachers College, and other organizations too numerous to mention. The Association also tenders its appreciation to the press and to all who contributed to the success of this Convention.

Signed for the Committee:

JOHN W. DAVIS, *Chairman.*

A GRADE TEACHER'S IMPRESSIONS OF THE N.A.T.C.S. CONVENTION

The teachers of Pennsylvania looked forward to the coming of the N.A.T.C.S. to Philadelphia with eagerness and enthusiasm. They looked with eagerness, because it was something new, with enthusiasm, because it was to bring together a host of teachers and leaders working under various conditions toward the same goal. As the time for the convention grew near we felt a stronger bond of kinship toward all other teachers.

Committees were appointed and started working to house, entertain, and welcome the visitors from far and near. Teachers wrote letters telling how eager they were to have the chance to exchange their experiences with others and from this exchange gather guidance and inspiration for a new year's work.

Finally, the convention was under way and Girls' High School became the center of activities. Delegates poured in from 22 different states. Six young teachers from New Orleans, a bus load from Alabama, many from West Virginia, Indiana, Mississippi, Texas, Oklahoma, and other states north and south.

The lobby of the High School was filled with teachers meeting old friends and making new acquaintances. Conversations were along the trend of education—comparing and discussing conditions in different states. Of course, some were chatting sociably and having a grand time.

The morning meetings, after breakfast in the school's cafeteria, presented a bird's-eye view of conditions among teachers all over the country. The picture presented was quite hopeful, yet many unsolved

problems remained to be worked out by just such groups of teachers as were gathered here.

The afternoon meetings, consisting of the departmental groups, were very interesting. Experts in elementary, high school, and college education held conferences. These sessions were led by some of the most outstanding men and women of the country. Some of the sessions dealt with the handicapped child, agricultural education, visual education, library service, and many other types of education. These groups brought lasting help to the attending delegates.

Those who attended the evening sessions could never forget the cordial welcomes from school and state officials, the dynamic presence of Mrs. Mary McLeod Bethune, who traveled from Texas to participate, and the magnetic First Lady of the Conference, Mrs. Willa Carter Burch. Dr. Charles H. Wesley of Washington held the audience spellbound for 45 minutes by his eloquent speech on the last evening of the convention.

The social features arranged by the Philadelphia Committee, with cooperation from many groups and individuals of the city, were delightful.

The classroom teacher can go back to her job inspired and filled with the joy of service and a great appreciation of the role in history that she is playing in meeting the needs of the Negro child.

Here's to a stronger bond between teachers all over the country and a bigger convention at Tuskegee in 1938.

MRS. COURTNEY WEISIGER.



NYA—Illinois

OUT-OF-SCHOOL YOUTHS SEEKING INTERVIEWS FOR EMPLOYMENT AT THE SOUTH PARKWAY BRANCH OF THE ILLINOIS STATE EMPLOYMENT SERVICE

Student Aid Program, 1937-1938

NATIONAL YOUTH ADMINISTRATION DIVISION OF NEGRO AFFAIRS

The National Youth Administration continues its program of work aid to needy students during the school term 1937-38, following the same general lines as of last year. The following points are to be noted:

1. The Student Aid Program for the academic year 1937-38 has only two divisions: a) *School Aid*, and b) *College and Graduate Aid*. The School Aid Program is designed for students in approved institutions not requiring high school graduation or the equivalent for entrance; the College and Graduate Aid Program is designed for students in approved institutions requiring, as a minimum, high school graduation or the equivalent for entrance.

2. Special emphasis is placed upon need as determining eligibility of applicants. To be eligible for employment on Student Aid Projects, students must demonstrate that without such employment they would be unable to enter or remain in school.

3. Special application forms and certification of need are to be filed by all applicants with follow-up investigation to be made in any cases which appear to be questionable.

4. All participating institutions—high schools, colleges and graduate schools—will be required to submit for the approval of the State Youth Director a properly executed work plan.

5. Both college and graduate aid

benefits are included in one joint allocation. Quotas for such aid will be reduced to 8 per cent of the total college and graduate enrollment as of October 1, 1936, of all students between 16 and 24 years of age inclusive. Students are ineligible when they have attained their 25th birthday.

6. There will be a special fund for needy Negro graduate students. Eligible Negro graduate students who cannot be cared for within a particular institution's quota for graduate aid, after it has made a fair allocation for Negro graduates from its regular quota, may apply for assistance from the special Negro graduate aid fund through the institution which they desire to attend. Such institutions may then apply, through the office of the State Youth Director, to the Washington office of the National Youth Administration for an additional sum for Negro graduate aid.

7. Work payments remain the same: A maximum of \$6.00 a month for elementary and high school students; an average of \$15.00 with maximum \$20.00 for college undergraduates and an average of \$30.00 with \$40.00 maximum for graduate students.

8. Funds for aid to students in the elementary and high schools will be allocated to each state on a basis of approximately 75 per cent of the funds used last year. Without prior approval of the State Youth Director, no school is to employ more than 10 per cent of its total enrollment of October 1, 1936, on School Aid Projects.

In assigning quotas, the number of young men and women of any minority racial group given aid shall not represent a smaller proportion of the total number aided than the ratio which this racial group bears to the total population of the school district or state.

All applications for any form of school or college and graduate aid must be made directly to the administrative office of the school or college which the student desires to attend. The determination of need and the selection of the students to be aided is the responsibility of the school.

For details in regard to the NYA program, make contact with your state Youth Director and write to Mary McLeod Bethune, Director of the Division of Negro Affairs of the National Youth Administration, 1340 G Street, Northwest, Washington, D. C.

A FIVE DOLLAR AWARD

Artists, art teachers, art students, and other qualified persons are invited to submit a design which will be suitable for the front cover of our December issue. We will award five dollars to the person whose design is used for that issue. All competing designs must be sent to us not later than the first of November. The design used will become our exclusive property. All other designs submitted will be returned only when accompanied by postage and mailing instructions. Send all entries to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

Elementary Science Teaching in the Negro Schools: A Problem

THOMAS W. TURNER

What Is the Problem?

The question of science teaching in the elementary schools for Negro children will continue for some time to be one of great importance. This statement does not imply, however, that there are any characteristic differences in the subject matters themselves which are to be presented to the children in these schools. The processes, the materials, and the laws of nature are the same for all. But the techniques and devices may be expected to vary widely. They may vary not only with the nature and stage of development of the respective sciences, but also with the group or section of the population to be taught.

At present, the tendency in our elementary schools is to follow certain standardized courses under teachers prepared *en masse* (if they have been prepared at all), to carry out the set aims of these courses, usually leading to some generalized list of objectives.

For the Negro schools, this early tendency to generalize, particularly, where the teacher's grasp upon the field is not wide, leads to narrowness and to wrong scientific dispositions.

Nature Study vs. General Science

The movement known as Nature

Study which reached its zenith about twenty-five years ago, possessed a dynamic, pedagogical element which was never completely grasped by teachers or school authorities, largely because it had little or no generalized objectives which, as they had been taught, should characterize every learning process. The idea emphasized broad contactual experiences with nature and postponed or held in abeyance any attempt to fixate the young mind. The thoughtful teacher of elementary science to young people must remain ever conscious of the fact that it was only after long experience with the elements, through many ages, that man learned to generalize and summarize. Upon this fundamental background, as the most important factor, he must project all his devices and methods of instruction.

But the characteristic haste with which we approach all our modern problems, including the teachers problems, has caused this promising Nature Study technique practically to be discarded and to be supplanted with a general science tendency which finds quick summaries from cursory observations and demonstrations. This older technique was discarded without salvaging its most useful contribution to the learning of elementary science.

Lack of Opportunity to Apply Skill and Knowledge

There is much confusion today resulting from our inability to say just when a particular course of study in elementary science teaching has lead to satisfactory results. This confusion is especially baffling in our Negro schools because of the limited opportunity of the students to follow up in later life the dispositions or tendencies which they may have acquired, and to engage in occupations related to their science studies. Indeed, the disposition to apply the skills and techniques acquired in the process of learning is quite as important as the much quoted attitude of open-mindedness which has had, in the past, such high rating as a major objective in our elementary science teaching.

The child is particularly "open-minded," as any one may quickly learn from the variety of his questions, but this so called open-mindedness may persist as meaningless garrulity in later life or it may advance through teaching to the healthy stage where the individual discovers in himself the impulsions to solve his own questions. The ability of adults to think in terms of things and to act wisely when a concrete situation is presented is dependent in no small measure upon habits formed early in life. It is, therefore, of the greatest importance that this early training be turned in the right direction.

It is in this connection that the special training and thoughtful

techniques of the teacher in Negro schools find their greatest service. The lack of extensive occupational contacts in our social and economic life deprives Negro children of much general information that would otherwise become a part of their permanent background. When we link this fact with the meager educational facilities in our schools, it becomes obvious that the teacher must supply a larger part of the details which should constitute the background of the average child than is true in schools for white children.

Responsibility of Teachers

A tremendous, many-sided responsibility is, therefore, placed upon the teacher of Negro children. He will get worthwhile results only as his superior training and sympathetic insight into the educational needs enable him to work out specific curriculums, and to adjust the materials at hand to the special demands of the group and of the society in which he lives.

The teaching of Science in the elementary schools today has no greater need than that of creating the desire in the pupil to "handle things" intelligently, leading on to the opportunity to experiment and later to wide occupational participation in the nation's life. This, in my judgment, is the essential problem confronting our schools. We are living in the age of science. We shall succeed or we shall lag behind in proportion to our dispositions to utilize Science materials as tools of our existence.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Question:

What, fundamentally, do the intelligence quotient and the mental age mean in school practice? W. J. C.

Answer:

I judge from the use of "fundamentally" that you wish to avoid such stereotyped definitions as: "the I.Q. is the quotient of the chronological age into the mental age." In spite of the fact that mental age has been in use since the first decade of the present century and that the I.Q. has been in use since 1916, there is startling confusion as to their significance in practice. The mental age is defined as the average mental growth of an unselected group of pupils of a given age. For instance, if the age range is from 10 to 11 years, the average score of such children on a mental test is the mental age equivalent of ten years and six months. The mental age thus describes, within the limits of experimental error, the mental attainment of the pupil at a given time and of course increases until the child has reached his maximum mental growth.

The I.Q., on the other hand, describes the rate of mental growth. It answers the question, how rapidly is the individual growing? If a child has an I.Q. of 100, we say he is growing at the normal rate or if it

is below or above 100, we say that his development is slower or faster than that of the average child. The most frequent error made by the classroom teacher is that of believing that the I.Q. *in itself* reveals the amount of intelligence possessed by the child. This obviously can not be true because if the I.Q. is relatively constant, it must remain substantially the same throughout the life of the child. His I.Q., therefore, *in itself* would give no more clue as to his mental development than his name. A teacher occasionally asserts that she has in her class a pupil with an I.Q. of 85 who does better work than another pupil with an I.Q. of 115. "These mental tests, you see, don't mean anything."

An investigation will often reveal a situation approaching the following: Pupil A in the sixth grade has an I.Q. of 85 but he is 15 years old. His mental age is 12.8. (The mental age is obtained by multiplying the chronological age by the I.Q.) Pupil B has an I.Q. of 115 and is 10 years old, his mental age is 11.5. Pupil A is more mature mentally by 1.3 years and has had five years more experience. Is it at all surprising that pupil A does as good or better work than pupil B?

H. H. L.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.



THE NATIONAL CAPITOL

Courtesy of David Lynn

GLIMPSES OF OUR CAPITOL

THE NATIONAL CAPITOL

CONSTANCE E. H. DANIEL

Standing overlooking the city from an auspicious position on a gently rising slope, a dome of majestic beauty may be seen as one approaches the nation's capitol. Broad walks winding beneath the trees lead to the east entrance of the massive building of sandstone and marble, begun when George Washington laid the corner-stone in 1793, and which was completed in 1863, the year of the Emancipation Proclamation.

The great bronze door that opens

into the rotunda has panels filled with scenes from the life of Columbus. Beyond this vast circular chamber, decorated with historical paintings, stands the former Supreme Court room, where so many decisions affecting the people of this country, including our race, have been read. The famous Dred Scott Decision was handed down here by Chief Justice Taney in 1857, sustaining a decision of the Missouri State Supreme Court that a Negro was not a citizen and was without

rights in courts of this country. This momentous decision was, of course, nullified by the adoption of the thirteenth, fourteenth, and fifteenth Amendments.

The Senate Chamber

Turning right we come to the Senate chamber where our ninety-six senators, two from each state, meet daily while Congress is in session. Here, during the period of Reconstruction, sat our Negro Senators, Blanche K. Bruce of Mississippi and Hiram Revels of North Carolina, and before them, the great Charles Sumner, father of the Civil Rights Bill and tireless foe of slavery, who was assaulted by an angry colleague in the Senate Chamber in 1856 in retaliation for his two-day speech against the admission of slaves to Kansas.

In 1916, the ninety-six Senators then in Congress ratified the treaty of secession with Denmark, which gave the United States possession of the Virgin Islands, whose population is largely of Negro descent. Last year, the Senate approved a new Organic Act for the government of these islands according to American principles of democracy, and recently confirmed President Roosevelt's nomination of William H. Hastie, a Washington lawyer, for Federal judge of the Virgin Islands—the first Negro to hold a Federal judgeship.

The House of Representatives

Through Statuary Hall on the other side of the rotunda in the south wing of the Capitol, is the House of Representatives where

twenty Negro Congressmen sat during the period from 1871 to 1901. These have recently been followed by two others, Oscar DePriest and Arthur W. Mitchell, both of Chicago. These twenty Negro Congressmen included ten college graduates, two ministers, five lawyers, and three who later became educators. They were: Jefferson Long, Robert DeLarge, Joseph Rainey, Alonzo Ransier, Robert Smalls, George Murray, Robert Elliott, Thomas Miller, Richard Cain, John R. Lynch, John Langston, James T. Rapier, Josiah T. Wall, Charles Nash, Benjamin Turner, Jerry Haralson, James E. O'Hara, George White, Henry Cheatham, and John Hyman. In addition to these, P. B. S. Pinchback and J. W. Menard, of Louisiana, and other Negroes were elected to Congress but were not seated.

Contrary to common belief, these men, while ever alert to serve the particular interests of their race, nevertheless acquitted themselves not only well, but in many instances brilliantly as wide-awake American legislators, fully conscious of their obligations to their local constituents and their country's problems. On the floor of the House of Representatives, they were found protecting the interests of manufacturing and shipping, promoting legislation of flood control, better management of Indian affairs, establishment of navy yards, Federal election and civil service laws, a Federal health bureau, and similar progressive policies. They also were interested in the establishment of a Federal education fund and a Fed-

eral system of education, which would insure proper educational facilities for both whites and Negroes in the South.

During the Seventy-fifth Congress, a great American educator, Booker T. Washington, father of vocational education as we know it, was eulogized in the House by Representative Arthur W. Mitchell of Chicago. Also, the "anti-lynching bill," sponsored by Representative Joseph A. Gavagan of New York, was passed by a two to one vote after a stormy debate. This is the bill, which in revised form, is now before the Senate as the Wagner-Van Nuys Bill.

Above the first landing of the East Stairway hangs a picture of the First Reading of the Emanci-

pation Proclamation before the Cabinet, September 22, 1862.

Our Capitol may seem far away and a little austere, from the printed pages of a textbook. But when we see it as the gathering place of our duly-elected Senators and Representatives — plain, hardworking American business men, farmers, storekeepers, doctors, lawyers, and men and women from all walks of life, most of whom believe in the words of one Senator that: "Legislation is only important when it relates to human beings,"—then this beautiful building begins to live. Then, we understand better what Booker T. Washington meant, when he said, "Let us as a race recognize the fact that we are a part of a great Nation."

Guidance for Negro Rural Youth

GEORGE C. GRANT

The Meaning of Guidance

Guidance is generally defined as "making possible to the boy and girl information and advice, and directing his experience with reference to the choice of a life vocation, preparing for it, entering it, and progressing in it." Educators realize more and more that the youth of the land needs adult help of the right kind in making personal adjustments in this complex social and industrial world. The "trial and error" process of finding himself is leaving a trail of heartaches for both the child and society.

Guidance in any situation de-

mands: (1) more intelligent understanding of the child and his individual needs; (2) a study of the external social and environmental forces which constantly act upon the child; (3) a study of curriculum offerings, which in the final analysis are a part of his environment.

Rural leaders should be well grounded in the psychology of child nature and growth and curriculum offerings because rural Negro boys and girls need special study and guidance. The purpose of this article is to discuss briefly the need for study of the external social and environmental forces

which constantly act upon the child, with special reference to the rural Negro child.

The Neighborhood As a Factor in Guidance

A guidance program for Negro rural youth will probably have a better chance of functioning on the secondary level. Therefore, let us presume to describe briefly the typical Negro rural community in which the county high school is generally located. The first observation is that, the Negro community is a neighborhood, set off to one side from the larger village or town. It is usually located "across the railroad track." Negro neighborhoods are frequently given special designations, such as—"Frog Bottom," "Swamp Town," "Cross Roads."

We may think then of the Negro community as a neighborhood, within the bounds of the larger town. It is a neighborhood because of the scarcity of services which bind and hold the people together. It is usually composed of a few well kept houses, and many that are but one step removed from hovels. On unpaved streets we view unpainted shacks or broken steps and gaping holes where once were panes of glass. Some of the holes are gracefully disposed of by the insertion of wads of rags or newspapers. The house is matched by its sordid surroundings—littered yards, bare of grass or shrubbery, but usually swarming with dogs and chickens. The range of the chickens, including the kitchen floor, is boundless. Such is the home environment in which many of our boys and girls get their start in life.

Some ready critic may say at once that this is a general description of the homes of all low-wage groups who occupy the lower rungs of the economic ladder. The issue is con-

ceded, but there are other factors which make the conditions mentioned of particular significance to the Negro rural leader. Some of the services found in the large communities may be listed as health clinics, recreation facilities, cultural advantages, banking and trade centers, telephones, newspapers, facilities for the protection of life and property, schools, and churches. Negro neighborhoods can boast of only a minimum of these services. The church, the school, the barber shop, the pool room, the inevitable dance hall, the occasional store, and eating places constitute the main services found in Negro neighborhoods. Negroes are discouraged in a very definite and emphatic manner from using the services of the white section of the rural town. In an unpublished study by the author, it was found, among other things, that 87 per cent of the communities in Maryland, with public libraries, denied colored people the right to use them. Negro high schools are making a valiant effort to meet the need, but are not succeeding very admirably. That Negro people in rural towns are denied this privilege may not be startling, but it is a fact with which we must reckon in our guidance programs. Negro boys and girls in urban centers generally have access to such services.

The school and church, our main guidance agencies, while in a position of leadership, fail to assume their responsibility and in some instances actually help to maintain the "status quo." When we consider the home into which the rural Negro boy is born in conjunction with the community environment into which he moves as he grows older, we can appreciate the problems that are peculiar to the rural Negro boy and girl which require particular attention.

Importance of Interests and Abilities

An accepted principle of guidance of any kind is to learn the pupils and find out what their interests and abilities are; and to find out where they are going. Many of them are planning to leave for the city, when they become of age, and acquire the necessary funds. The chances of adequate adjustment in the cities are more precarious now than they have ever been. We must take steps to lead students of rural communities to greater happiness and security in the home town. Some method should be instituted that will make our young people conscious of the opportunities at home. Some opportunities do exist in spite of the unfavorable picture presented. West Virginia State College¹ has issued a little bulletin which lists four hundred forty-four occupations in which Negroes are engaged in urban and rural areas. In an unpublished study² it was found that 132 fathers of 237 rural high school children actually engaged in thirty-two different occupations. This number does not represent a wide variety of choices, but its significance is emphasized when we learn that the occupations listed are those of the fathers of children in the senior class of 22 county high schools. If we could secure a more adequate sampling of rural workers, the number and diversity of occupations would undoubtedly increase.

It would seem, then, that we have one important task set for us. All rural children are not going to be farmers, nor do we want them to be.

¹Four Hundred Forty-four Occupations—West Virginia State College, 1936.

²Negro High School Students of Maryland—G. C. Grant, 1935.

Farm information is important, certainly; and if such information will help to change the ratio between Negro farm owners and farm tenants, we ought to take steps to gather and impart such information. But farming is just one of the occupational opportunities which should be studied and set before our boys and girls. The American Education Association, formerly The National Association of Teachers in Colored Schools, or the several State Associations may well initiate research projects which will produce occupational information for children who attend county high schools. Development of guidance programs and of necessary curriculum revisions depend upon such cooperative thinking and research.

The nature of Negro county secondary schools will not admit of elaborate programs of guidance such as reported in "Programs of Guidance," a bulletin issued by the United States Department of the Interior in 1932. It thus becomes necessary that each teacher in the Negro secondary school become a guidance functionary. The improvement of the rural teacher as a counselor will be dependent upon a study of the world in which the rural Negro boys and girls actually live. The urban Negro while limited in occupational adjustments is yet in a far better position than the rural Negro. The possibilities of the rural social and economic environment must be catalogued and made a functional part of rural education; otherwise the environment of the rural Negro home and community will continue to perpetuate its own deficiencies.

A Minimum Program of Health Protection and Health Promotion in Colleges for Negroes

The National Negro Student Health Association was formed on January 21, 1935, to stimulate development of health education, health care and health supervision of students in Negro Colleges. This organization was fathered by Mr. Franklin O. Nichols.

The development of this society has progressed rather slowly, due to the untimely death of its president, Dr. John Hope, and because Mr. Nichols has had to devote much time to his new interests. However, its Executive Committee has been active. This committee is composed of Dr. Paul B. Cornely, acting President of the Association, Dr. E. H. Allen, Dr. Roscoe C. Brown, Dr. Ambrose Caliver, Dr. M. O. Bousfield, Mr. Harold D. Martin, Mr. F. O. Nichols, Mr. Harold L. Trigg, and Dr. Michael J. Bent. For many months it has been studying the various aspects of student health work, and a sub-committee has formulated a minimum program of student health activities which should be in practice in every college and university for Negroes. This report was presented at the meeting of the National Association of Teachers in Colored Schools held in Philadelphia, July 27, 1937. Every college president has been sent a copy so that each may review and revise his curriculum work in light of these standards.

There are four parts to this report. The other three will be published in subsequent issues of this magazine.

PAUL B. CORNELY, M.D.

Introduction

Progress in efficient and effective development, maintenance, and promotion of school plants and facilities

of collegiate institutions, and in the attainment of essential health information, attitudes, and habits by student bodies, is retarded by three major conditions: (1) Lack of adequate financial means to acquire essentials that are available to schools of larger monetary resources; (2) failure to consider the possibilities existent in the personnel and to utilize the facilities that are available; and (3) insufficient appreciation of the responsibility inherent in the contract relations—implied, if not mandatory—between the school authorities, members of the student body, and parental, guardian, or other sponsoring and supporting individual, group, or organization that selects the school for attendance and provides maintenance of the student. The following recommendations are submitted as essentials for the proposed Minimum Program of Health Care, Instruction, Protection, and Promotion.

1. *Integration of Health Activities in School and Community*

In order that there shall be constant consciousness of the responsibilities and opportunities in the school organization, physical and personal, and in the student body resident at the school, with regular attention directed to matters of the health of the individual student (and other residents at the institution—teachers, et cetera) and of the operation of the physical plant, direction of school activities, and control of the environment, there must be:—

(A) The School Health Council, which should consist of responsible administrative, supervisory, teaching, health and medical service, dormitory and dietary, and custodial personnel.

(B) A Student Health Council, which should consist of regularly elected or appointed representatives of the several student classes, organizations, and special groups.

These Councils should have regular meetings for consideration of routine matters and special or call meetings as important or emergency conditions require. Regular monthly meetings for each Council—School Council and Student Council—should be a minimum provision; the agenda or program, according to purpose of scheduled meeting, should be well prepared and published sufficiently early to insure good attendance and to secure favorable reception and results.

The major functions of the respective Councils should be:—

(a) *For the School Health Council:*

- (1) Consideration of ways and means to provide adequate personnel and facilities.
- (2) Determination of possible co-ordination of the department for operation of the physical plant and protection of the environment.
- (3) Integration of subjects of health instruction.
- (4) Review of data pertaining to the health and medical experiences of the students.
- (5) Hearings on special problems affecting the physical plant or the student body, or both.
- (6) Cultivation of cooperative relations of the school and student body with health, social, civic, religious, recreational,

and other agencies in the school community in the interest of mutual understanding and helpfulness.

(b) *For the Student Health Council:*

- (1) Discussion of the present-day criteria for adequate health information, proper health habits, and individual responsibility for group, community, and racial health welfare.
- (2) Organization and conduct of special health studies, demonstrations, and investigations, in both the school and the community, and other studies of important phases of the health of the Negro.
- (3) Participation in various health observances, such as the National Negro Health Week, to promote emphasis on the nature of the health problems of the Negro and methods for their correction or amelioration.
- (4) Development of an *esprit de corps* in the student body, wherein there will be both the desire and the determination to share with the School Health Council the mutual responsibility of school and student body for the care, protection, and promotion of the health of the school personnel and the student body.
- (5) Consideration of opportunities for students with essential preparation and aptitude to pursue training in some phase of the enlarging field of health education and public health service.
- (6) Presentation, in proper form and with due decorum, of petitions on matters of student health welfare, which are considered harmful or inequitable, to the School Health Council; also, presentation of suggestions which, from the students' point of view, may be useful in attainment of more wholesome school life.

EDUCATIONAL NEWS AND EVENTS

Appointments

Dwight O. W. Holmes, Dean of Howard University's Graduate School, has been elected to the Presidency of Morgan College.

Abram Simpson, President of Allen University, Columbia, S. C., has been appointed acting President of Bethune-Cookman College.

David A. Lane, Jr., Dean of West Virginia State College, will serve in the same capacity at Louisville Municipal College.

Eva C. Mitchell, Asst. Director, Office of Extension Service, Hampton Institute, has been appointed to take charge of practice teaching in the George P. Phenix Training School of Hampton.

Yearbook

Issued in June was the first yearbook of the West Virginia High School Principals Conference, whose 1936-37 chairman, B. H. Hull, Administrative Assistant, NYA of West Virginia, will be succeeded in 1937-38 by Principal Carl Hazzard of Conley High School, Mullens, West Virginia. Principal L. V. Jordan of West Virginia State College's Teacher-Training High School, is the secretary-treasurer of the Conference and is responsible for editing and publishing the yearbook.

World Fellowship Speakers

One of the speakers at the International Assembly of the World Fellowship of Faiths held in London in July, was Mrs. Mary Church Terrell. Mrs. Terrell is well known for her activities particularly with the National Association of Colored Women of which she was the first president. Twice before she has been a delegate abroad—to Berlin and to Zurich, Switzerland—where she has represented the women of her race. Another speaker during the Assembly was Bishop Randall A. Carter of the third Episcopal District of the C.M.E. Church. Bishop Carter made a previous trip to London as a delegate to the Ecumenical Council of Methodism.

College Activities

ATLANTA UNIVERSITY

Dr. Rufus E. Clement, the new president of Atlanta University, was informally greeted at the closing assembly of the summer school on July 21. The summer session, which was attended by 758 men and women from 22 states, the District of Columbia, and the Virgin Islands, had such special features as: a curriculum laboratory, a school for teacher-librarians, an institute for teachers of French, a Boy Scout Institute, an institute for teachers in rural schools, and

a school of the theater. The summer school enrollment was the largest in the history of the University.

CHEYNEY STATE TEACHERS

COLLEGE

The State Teachers College at Cheyney, Pennsylvania, is celebrating this year its one hundredth anniversary. Many and varied programs are being given during this celebration.

DILLARD UNIVERSITY

A feature of the summer session at Dillard University was the Activities School which enrolled a selected group of children from New Orleans, and was under the direction of Miss Luella G. Cavalier. Courses in Creative Dramatics for Children, Children's Literature, Progressive Education, and Personality Problems of Children were conducted by regular members of the University faculty.

FLORIDA A & M COLLEGE

The summer session of Florida A & M College had a record breaking attendance of 1,133 students. This year's session had such new features as: a Minister's Institute, Boy Scout Leadership Course, and a Recreational Institute. Many prominent persons appeared as guest speakers on the lecture course of the session.

HOWARD UNIVERSITY

The faculty of Howard University, 35 of whom have the degree of Doctor of Philosophy, published last year seven books, 58 articles in technical and non-technical periodicals, and 28 book reviews. Howard's new Founders Library, costing over a million dollars, is rap-

idly nearing completion. Construction will soon begin on two new Men's Dormitory buildings which will accommodate 200 students.

PRAIRIE VIEW STATE COLLEGE

Important features of the summer session of Prairie View State College included the Thirtieth Annual Farmers' Congress and Short Course, a Boy Scout Leadership Course, and the school for Athletic Coaches. Construction was begun in July of a highway extension from the campus to Prairie View Station. A long felt need, this new road will facilitate traffic and travel.

HAMPTON INSTITUTE

Hampton Institute's Director of Extension Service, William M. Cooper, has been appointed as special promoter and liaison worker to make helpful contacts and agreements wherever possible with business and industries that may provide vocational opportunities for Hampton graduates. Mr. Cooper will also present to high school students in strategic centers, useful information concerning opportunities within the trades and in business to the end that more students see the actual possibilities for Negroes in these industries.

EDITOR'S NOTE: We should like to include news of the activities of all schools, colleges and universities devoted to the education of Negroes. We invite them to send us news items for publication.

Occupational Education Tour

Completed in May was a 12-day Occupational Education Tour for School Superintendents to eight

mid-Western and Eastern cities under the sponsorship of the National Occupational Conference, and under the leadership of Edwin A. Lee, Director of the Conference. The school executives taking part in the tour represented cities from coast to coast. They have volunteered to experiment, in so far as possible, in their schools with many of the new occupational education features discovered on the tour. As a result of their tour the executives have suggested a three-point occupational adjustment program—Occupational Guidance and Counseling, Occupational Training, and Placement. The members of the group will meet again in June, 1938, to report the results of their experiments. — Occupations, June, 1937.

Changes

Brewer Normal School, Greenwood, S. C., has closed.

Bettis Academy, Trenton, S. C.,

and Friendship College, Rock Hill, S. C., have both changed from normal schools to junior colleges.

Bennett Academy at Mathiston, Mississippi, has changed its name to Wood Junior College.

Vocational Education

President Roosevelt recently signed the Interior Department supply bill which included \$14,483,000 appropriated under the George-Deen act for the further development of vocational education. When the act was first proposed Mr. Roosevelt appointed an advisory committee of white and Negro specialists to study and report on the present need for an enlarged program as provided for in the George-Deen act. Of particular interest is that part of the committee's report which indicated that "the basis for the distribution of these extra funds would tend to increase the inequalities in educational opportunity."

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

The Physical Equipment of Homes in Relation to Their Holding Power

This article appearing in the June issue of the *Journal of Home Economics* is the result of a study of 616 rural homes in 6 Connecticut towns which, according to the author, "seems to indicate that the physical equipment of these homes has a direct bearing upon the resi-

dential holding power of these homes over children 16 years of age and older. With both boys and girls, the tendency to leave home is strongest when the home equipment is notably bad; but there is also a slight tendency for boys to *leave* and a marked tendency for girls to *remain* in the best equipped homes. Obviously,

if parents wish to prolong the residence of their young people, and particularly of their daughters, under the paternal roof, their homes must measure up well as to equipment for convenience, comfort, and health."

Home Economics for Boys

A new trend in home economics teaching is related by Genevieve A. Nowlin in the May issue of the *Journal of Home Economics*. The number of boys enrolling in these classes is increasing and much of this increase is due to the requests of the boys themselves for this type of training. The author concluded her article by saying "after 3 years of experience in teaching Home Economics to boys, I am confident that it is truly worth while. As home-making teachers may we not feel that with such courses in all high schools our boys will not only be founders of better American homes in the future, but more capable, thoughtful members now with a readiness to assume a real partnership in this greatest of all professions—homemaking."

Harlem: An Ecological Study

This article by Howard University's Sociology professor, E. Franklin Frazier, in the July issue of the *American Journal of Sociology*, reveals the fact that racially segregated communities will tend to form the same ecological patterns as are found in large urban communities. The same issue of the *American Journal of Sociology* contains an interesting and thought provoking article — *Negro Racial*

Movements and Leadership in the United States—written by Guy B. Johnson of the University of North Carolina's Institute for Research in Social Sciences.

The Health Status and Health Education of Negroes in the United States

This is the subject for consideration of the sixth yearbook number of the *Journal of Negro Education*. Coming at a time when the health status of Negroes is at a low ebb, this issue can very well serve as a guide book to all interested and active in the health education of Negroes. This issue presents a critical summary of the present status of Negro health, defines the problems involved in the matters of health facilities and health education, and includes a selected, annotated bibliography on the health education of the Negro. The contributors represent a selection of experts in the various fields of health and health education.

Problems in the Collegiate Education of Negroes

Contribution number eight of the Department of Education of West Virginia State College carries the above title and is written by the college's president, John W. Davis. The work consists of a listing of 364 problems submitted by 114 persons whose opinions would be of value to those who "are seriously interested in the education of Negroes on the collegiate level." Key numbers are listed with the problems to facilitate finding those submitted by any individual contributor. This contribution is particu-

larly valuable in indicating the trends of thought of a majority of those active or interested in the collegiate education of Negroes.

The Negro and the CIO

"My visit to the strike area (the Ohio Valley and Johnstown, Pa.) convinces me that the Negro is not yet labor conscious," writes T. Arnold Hill in the August issue of *Opportunity*. Mr. Hill sees much danger ahead for Negro laborers who do not join up with "other workers in their common struggle for independence and equality" but who instead are being "swayed by temporary and immediate benefits" as strikebreakers which makes them "an anti-toxin against labor union uprisings."

The American Negro in College—1936-1937

The August issue of *The Crisis* is its 26th annual education number. Results of its survey indicate that Howard University, Tennessee A. & I. State College, Prairie View State College, Hampton Institute, and Virginia State College led in the order given in enrollment for 1936-1937; 22,045 students were enrolled in Negro colleges and universities for the same period and 2,241 received bachelor's degrees. There were 2,688 Negro graduates receiving professional, graduate, and undergraduate degrees from white and Negro colleges according to all reports received.

Worthy of Mention are—

A well written and interestingly told story by Paul Williams is in the July issue of *The American Magazine*. "I Am a Negro" is its title,

and it gives some personal slants on the racial situation.

In addition to its new magazine, *The Arts Quarterly*, edited by Randolph Edmonds and Frederick Hall, Dillard University has presented a new departure in catalog numbers of college and university bulletins. Well illustrated and with an attractive cover, the June, 1937, *Dillard University Bulletin* presents its story in a manner which should guarantee its being read from cover to cover.

Generally excellent are the articles in *Hygeia*, a publication of The American Medical Association. "The Right of Sight," by Gabriel Farrell, and "How to Avoid Crooked Teeth," by Jessie W. McKoy, in the July, 1937, issue; and Dr. Herman Jahr's article, "Bad Habits in Good Babies," the first of a series, in the issue for August, 1937, are all helpful to teachers and others interested in children.

The Negro History Bulletin, "a new educational publication designed to promote the study of the Negro among the children by simplifying what is made too difficult for the young reader in books now available," will appear in October. This *Bulletin* is being published by the Association for the Study of Negro Life and History, Inc., in Washington, D. C.

BOOK REVIEWS

NEGROES AND THE LAW. Fitzhugh Lee Styles. (The Christopher Publishing House, Boston, Mass., 1937. \$3.50.)

Fitzhugh Lee Styles, a youthful member of the Philadelphia bar, in his recent book, *Negroes and the*

Law, has glorified seasoned men of the profession who have died; and honored men now living. By so doing, he has given inspiration to dreaming law students. The attainments and preeminence of Negro lawyers of national repute find a place in his volume. To read of John C. Asbury, as Commonwealth's Attorney in the City of Norfolk, Virginia, then as an Assistant City Solicitor of the City of Philadelphia, then as a member of the State Legislature of the State of Pennsylvania, and finally as the first Negro prosecutor of Philadelphia, should stir any member of the bar to action.

Robert Morris, admitted to the Boston bar about 1843, followed by John S. Rock, the first Negro to be admitted to practice before the Supreme Court of the United States on February 1, 1865, then John Mercer Langston, great lawyer and orator prior to the Civil War, member of the bar of Ohio, Judge E. M. Hewlett, of the District of Columbia bar and co-counsel in the famous case of *Carter vs. Texas*, are all mentioned as pioneers. Styles tells us that today there are approximately 1,230 Negro lawyers located in practically every large city in America. Moreover, he gives us a ready reference of biographical sketches of some twentyodd practitioners.

When William H. Lewis, member of the Massachusetts bar, delivered an address before the House of Representatives of the state of Massachusetts, February 12, 1913, in re Civil Rights, he gave Styles material for his book; as likewise did Robert Browne Elliott, when he spoke to the House of Representatives at Washington, D. C., on January 6, 1874. The speech of Representative John R. Lynch of Mississippi, before the House of Representatives, on "Civil Rights and Social Equality" is also included in the 140 pages of addresses of famous Negroes. The au-

thor tells us of the great Civil Rights Case of Michigan, the Texas Primary Cases, and the Texas Jury Exclusion Case. He not only enumerates but analyzes leading cases bearing on the rights and duties owing the Negro as a Citizen of the United States and of the state in which he lives.

Mr. Styles prefaces his book with the famous line "The Price of Liberty is Eternal Vigilance," and closes with copies of the Declaration of Independence and the Constitution of the United States. He brings both lawyer and layman detailed but related information and facts of the past and present periods. He suggests the way out. Being the grandson of one of the great civic leaders of Georgia, the Reverend W. H. Styles, the author knows by tradition, if not by fact, the problems of his group; and by living in Philadelphia, he appreciates the procedures necessary to get such problems solved. He tells a plain, informative and impressive, as well as a factual, analytical, and comprehensive story. His book should find a place on the shelves of every well appointed library.

J. FLIPPER DERRICOTTE, ESQ.

EXTRA-CURRICULAR ACTIVITIES IN THE ELEMENTARY SCHOOLS. C. F. Allen, Thomas Alexander, and H. W. Means. (Webster Publishing Company, St. Louis, 1937.)

The ink is barely dry on this work which harmonizes with a new trend in the literature of the field of extra-curricular activities, namely: emphasis on the elementary school level. In the preface, the authors point out the need for attention to this approach due to the frequent neglect of such activities, and their generally poor organization in the elementary school.

This book merits critical study by the field at large. It sets forth special
NATIONAL EDUCATIONAL OUTLOOK

cifically and non-technically a body of principles arguing for the inclusion in elementary schools of a well organized, carefully conducted activity program. Recognizing the presence of masses of untrained teachers in the field, it sets up helpful guides for in-service training. Out of consideration for problems inherent in varying philosophies and policies of local communities, it suggestively presents plans adaptable to traditional and newer types of elementary school organizations.

With four chapters so utilized as a background for establishing a mind-set receptive to an activity program, the authors devote the remainder of their work to the "whats" and "hows" of the program itself. Beginning with the home room, it considers student participation in school control, citizenship training, health education, thrift, and safety activities, and concepts of social and public service.

Chapters are summarized and are supplemented by selected bibliographies of books, bulletins, and periodicals. Pictures and sample forms are freely used for purposes of illustration. The appendix lists several national organizations for young students, giving the addresses of their headquarters; and a very generous general bibliography of books, bulletins, and periodicals in which preferred readings are indicated.

WALKER L. SAVOY.

SCHOOL HEALTH PROBLEMS. L. B. Chenoweth, A.B., M.D., and Theodore K. Selkirk, A.B., M.D. (Price \$3.00. 387 pages. New York—F. S. Crofts & Co. Dec., 1936.)

The authors, L. B. Chenoweth, Professor of Hygiene, University of Cincinnati, and T. K. Selkirk, Instructor in Pediatrics, College of Medicine, University of Cincinnati,

have combined their rich experiences with an excellent survey of the medical and educational literature to furnish an interesting, complete, and instructive book dealing with the broad general nature of health problems in schools. For those interested in further study they have supplied an excellent bibliography. Many factors concerned with the development of Health Consciousness are discussed, and several graphs, tables, and pictures are included to amplify these statements. This book shows the need for "health education of pupils, parents, teachers, and the community, to aid the child to live the most healthful life not only in school but hereafter."

The strategic position that teachers occupy in their intimate and frequent contact with children is stressed with the hope that teachers will prepare themselves to render efficient services in promoting health and preventing illness, both physical and mental. Routine medical examinations in the schools uncover many defects; however, their prime objective is health education, with a view to promoting more healthful living. In discussing tuberculosis the authors emphasize the need for cooperation between teachers and parents in attempting to control tuberculosis through routine tuberculin testing, X-ray examination, isolation of infected cases and the teaching of health habits. Concerning mental hygiene they feel many needs are imminent, especially teacher-training in child psychology, social psychiatric workers, psychiatrists, and mental hygiene clinics.

This book is recommended to teachers in service, students of education, physicians and all others interested in school health problems and the development of health consciousness.

ALBERT R. HUGHES, M.D.

SOCIETY IN ACTION. Helen Halter.
(Inor Publishing Company, New
York, 1936. \$1.66.)

Here is a book for the junior high school social studies curriculum which represents "the result of six years of experimentation with the social studies curriculum of the Milne School, laboratory school of the New York State College for Teachers." The major aim of the book "is the adjustment of self to group living" and is divided into curriculum units concerning self; group living in the immediate community; and group living in the larger community. These units are presented with problems and suggested plans for their study, which include topics, ways of investigating them, references, and questions for class discussion.

The units have been carefully selected to include problems which are in themselves valuable for consideration and discussion by youth in the present social order. Units devoted to Prejudices, and People in the Community, make the book of special interest to teachers in schools for Negroes. The book also has generous lists of references marked according to difficulty accompanying each topic, and a suggested list for a Social Studies Library Collection.

Teachers will find the section devoted to Suggestions to Teachers useful whether they use the book as a text or as a source book for locating social studies references. Society in Action should be a valuable addition to any school library.

MILDRED K. PRICE.

Educational Facts

(These data are from the U. S. Census of 1930, and from various studies of the Office of Education, U. S. Department of the Interior.)

In 1935 over one-fourth of the Negro teachers in small rural schools received annual salaries of less than \$200.

Since the year 1790, the percentage of Negroes of the total population of the United States has decreased from 19.3 per cent to 9.7 per cent in 1930.

Negroes born in the South have migrated to the North to such an extent that over 58 per cent of the Negroes living in the North were born in the South. Less than one per cent of the Negroes living in the South were born in other sections of the United States.

The median age of Negroes in the United States was 23.4 years in 1930. In 1920 it was 22.3 years, while back in 1850 it was 17.3 years. The lower the median age the higher the death rate. However, the increasing age average indicates that the life expectancy of Negroes is gradually becoming longer through better care of the health of the group.

Approximately 16 per cent of the Negro population 10 years old and over in the United States is still unable to read and write. At the close of the Civil War this percentage was about 95.

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ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

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Committees are being organized to advise in connection with the development of the various departments of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES. A complete roster of the committee members will appear in an early issue of this magazine.

CERTAIN STANDARDS AND SPECIFICATIONS FOR CONTRIBUTIONS TO THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

The editorial committee shall be pleased to receive contributions from the readers of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES concerning any phase of activity involved in the education of Negroes. As a magazine designed especially for the educational practitioner, it is hoped that each item in the columns of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES will have applied to it the rigid test of "immediate service." To that end we should like for each contributor to answer *one* or *more* of the following questions concerning the subject treated:

1. *WHAT* does it show? What did he do? What is its purpose? What are the facts? What was the result?
2. *HOW* will it assist? How did it begin or happen? How does it operate? How does it look?
3. *WHERE* can it best be applied or used? Where should it lead? Where did it begin or happen?
4. *WHEN* should it be applied or used? When did it begin or happen?
5. *WHO* did it? Who started it? Who said it? Whom should it especially help?
6. *WHY* should it be done? Why is it better? Why is it true? Why does it function in that manner?

The average contribution should not be more than 400 to 500 words in length. Special articles and short stories should not exceed 1,500 words. All typed material should be double spaced and accompanied with a carbon copy. The editors reserve the right to continue contributions in two or more issues, and to reject those which do not conform to the policies of the magazine.

In order to assist our readers in readily grasping the thought of an article, our contributors are requested, in so far as possible, to organize their materials into topical sentence outline form. Also, in order to minimize the editorial task, it is requested that particular attention be given to grammar, spelling, punctuation, and accuracy of statements. All manuscripts submitted should be accompanied by a self-addressed return envelope and should be mailed to the editorial offices at 1210 Lamont St., N. W., Washington, D. C.

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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OCTOBER, 1937



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THE NEW BUILDING OF THE SUPREME COURT OF THE UNITED STATES
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EDITORIAL COMMENT

A NEW (SCHOOL) YEAR'S RESOLUTION OF A NEGRO TEACHER

I AM surrounded by severe handicaps. The problems which I must face are many and varied, and the forces which I must encounter are strong and vast. I could spend my entire time and energy complaining, fretting, and fighting. This, I refuse to do. On the other hand, I can not be complacent about the situation. I must attempt to remove the handicaps, solve the problems, and combat the forces in such a constructive manner as will leave some time and energy to help Negro boys and girls out of the abyss in which they are engulfed. In addition to teaching the necessary and required facts and -essential skills and habits, and in spite of overloaded programs, lack of facilities, and crowded days, there are certain other fundamentals to which I should give attention. I must, if these children are to be aided in spanning the gulf between immature youth and effectively functioning citizenship in a rapidly changing civilization. Because of the poor conditions out of which most of them come; the many frustrations which they daily meet; and their lack of opportunity to develop free and expansive personalities,

I, therefore, resolve

To begin each day with a cheerful and pleasant greeting.

To be sympathetic with those who are underprivileged.

To try to understand the different natures of children.

To cultivate special talent without being partial.

To encourage the backward without disparaging.

To develop self-reliance and race pride.

To stimulate initiative and creative imagination.

To instill the habits of thoroughness, precision, and punctuality.

To develop flexibility, versatility, and adaptability.

To make each "teaching experience" a "learning experience."

To discourage fear, prejudice, and hatred.

To cultivate courage, charity, and friendliness.

To assist each child in making an occupational adjustment.

To guide each child in developing a wholesome personality.



"The highest service we can perform for others is to help them to help themselves."—HORACE MANN.

HOW LARGE IS YOUR WORLD?

THE geologist's world is bounded by the limits of the earth, and extends in time backward and forward millions of years. The astronomer's world reaches beyond our solar system, and extends in space thousands of light years. In comparison with these, the worlds of most of us are exceedingly small. This is in spite of all the rapid and widespread means of communication. The airplane, telephone, and radio have practically eliminated time and space, and have made possible a vast expansion of contacts among peoples. New devices and techniques have placed great stores of knowledge at the disposal of untold millions. And yet, it is surprising in what small worlds most of us live. We speak here of intellectual worlds.

How many of us are daily brought into close proximity with persons, objects, forces, and yet remain completely unaware of them. This is due mainly to our incuriosity and provincialism. The average banker's world centers around finance, the merchant's around trade, the preacher's around the church, and the teacher's around the school. Each may be a specialist and a leader in his particular sphere, but a provincial in relation to other aspects of life.

Most teachers' worlds are limited by the subjects they teach. They call themselves specialists, not realizing that real specialists are characterized by both depth and breadth of knowledge; by discriminating understanding; and by keen appreciation. The scholar seeks every means of enlarging his world—by reading, by travel, by association, by investigation. He is ever alert to observe new things, new processes, new relationships. It is only by such enlargement of one's world that one is enabled to see the unity and integration of knowledge and of life. It is only by such means that the teacher can see education as a whole, as one continuous process, and in relation to an ever growing and complex society.



—“We have come to realize that no longer can we, as individuals, afford to ignore the welfare of any member of the community, no matter what may be his race, creed, or color. We have come to realize that, even in our selfishness we should be intelligent. We must think and act for the best good of the greatest number of our people. We must ever bear in mind that if our neighbor's child contracts diphtheria in an unsanitary dwelling, our own children are menaced; if our neighbor's child turns to crime because he has no decent place in which to play, he is a threat to the welfare of our children.”—HAROLD L. ICKES, *Secretary of the Interior*.

(From speech delivered at Washington, D. C., at the dedication ceremonies of the Langston PWA Housing Project, May 13, 1937.)

Educating Negro Youth for Occupational Efficiency

PART I

D. A. WILKERSON

"I Am Free, Black and 21: How Shall I Earn a Living?" the title of an article in *The Crisis*,¹ succinctly poses a problem of vital concern for every efficient secondary school or college. It is the much-talked-about problem of vocational guidance, officially defined by the National Vocational Guidance Association as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it."² This guidance process is not one which can be relegated to the school principal, to home room teachers, to the committee on guidance, or even to the specialized vocational counselor. Rather, its effective direction entails no lesser agency than the combined resources of the school. It is a problem of the "whole curriculum"; that is, of the entire school experiences of youth. So conceived, of what should these guidance experiences consist? What instructional materials do they necessitate? How may they best be organized? Toward what goals should they be directed in the case of Negro youth? To deal with the whole problem in any comprehensive manner is, of course, without the scope of this brief article. Major attention is here centered upon the basic point of view which, in Negro schools particularly, should dominate the vocational guidance program.

Viewpoint

The most fundamental question in the vocational guidance of youth is: *Toward what shall they be guided?* Here, as in all education, the crucial problem is not one of facilities and procedures, but one of the philosophy underlying the educational program. No such philosophy can be objectively derived, nor can its validity be conclusively "proved." Varying, subjectively conceived, initial premises, reflecting different social values, must necessarily give rise to varying concepts of the "proper" rôle of vocational guidance. To evaluate critically such varying concepts is not the concern of this discussion. This discussion seeks to define, with a minimum of polemics, the general outlines of *one* point of view. Among the principles which it comprises are several which relate to the rôle of vocational guidance as regards (1) the individual, (2) the social-economic structure, and (3) the Negro as a social group.

The Individual

Toward what individual goals shall youth be guided? The answer is fairly non-controversial—toward "occupational efficiency." The successful pursuit of gainful employ-

¹"The Crisis," Vol. 40, April, 1930, p. 79.

²John A. Fitch, "Vocational Guidance in Action," New York: Columbia University Press, 1935, p. 3.

ment which accords with one's abilities, interests, aptitudes, and ideals, and which, moreover, provides an adequate economic basis for enriched living—this, few will gain-say, is the *individual* goal of vocational guidance.

The Social Structure

Toward what sort of occupational world shall youth be guided? In a social-economic structure in which increasing millions of Americans find "social efficiency" impossible of attainment, this question raises a most controversial issue; namely: Should—or can—education (which, of course, includes vocational guidance) play the rôle of a *telic* force in social reconstruction? Those who actually have, or have been deluded into thinking they have, a vested interest in the economic *status quo* proclaim vociferously that the proper rôle of vocational guidance—as in case of all education—is to adjust the individual as best it can to prevailing mores of the occupational world, and not to seek its reconstruction. Others, though themselves eager for an occupational "New Deal," believe that education is impotent to alter the social-economic structure of which it is a functional part. Still others—those who preach, naïvely, that the triple virtues of preparation, perseverance, and thrift will suffice to assure "occupational efficiency" for all men—likewise give effective, though tacit, support for an education which furthers the maintenance of our existing "devil-catch-the-hindmost" economy.

There are those who believe, with

Brewer, that:

The necessary mutuality in carrying one's career to individual success is matched by an even greater mutuality in the cooperative effort to build a better world of occupations. Hence, the social aim of vocational guidance is to guide students in knowledge and wisdom which will equip them for and impel them towards the solution of those larger problems of occupational life which are too big to be solved by individual action alone.³

The social aim of vocational guidance is more important than the individual one. . . . If the coming generation of citizens will develop the necessary desire and intelligence to organize occupational life for better things, the problem of individual success will be much more easily solved.⁴

To those who accept this view, the very nature of a democracy implies, not only the *need* for education to be oriented toward an improved social-economic world, but also the *ability* of education to contribute significantly toward that goal. For education in general, and for vocational guidance in particular, this principle defines the viewpoint of the present discussion.

Let it be clear that vocational guidance is not viewed here as a possible panacea for the economic ills of America. The fundamental institutional maladjustments from which they arise negate completely any basis for such faith. However, these propositions are held to be valid: (1) The proper selection and preparation for an occupation, even when accompanied by perseverance

³John M. Brewer, "Education as Guidance. New York: Macmillan, 1932, pp. 296-97.

⁴*Ibid.*, p. 300.

and thrift, provide for the masses of men no assurance of economic competence. In the words of the President's Committee on Economic Security, "it is tragically evident that education and training are not a guarantee against dependency and destitution."⁵ Our social-economic structure is such that, for increasing millions of workers, the goal of "occupational efficiency" means little more than an ironic mirage. They have no hope but in the reconstruction of our occupational world. (2) Such reconstruction can be achieved, theoretically at least, either by cataclysmic revolution, or by gradual reform through the normal processes of a democratic state. Presumably, America prefers the latter. (3) Any social-economic reconstruction through democratic means necessitates the development of increasing numbers of citizens who understand the need for and the processes by means of which such reform may be achieved; and who, moreover, are inclined actively to participate in its furtherance. If these inferences be in fact, valid, then, in developing on the part of youth a realistic understanding of the economic structure with which they are confronted, together with the ability and desire to work effectively for its betterment, what is here called vocational guidance can, and should, make a positive contribution toward an improved world of occupations.

The Negro's Position

Toward what occupational goals shall Negro youth be guided? The

question is apt. Though sound aims for the vocational guidance of Negroes probably do not differ significantly from sound aims for the vocational guidance of any other group, still, a special problem is presented by the peculiarly disadvantageous position of the Negro in the world of work. Thus:

Educators of Negro youth are faced with the apparent dilemma either of guiding Negroes into or preparing them for occupations which (apparently for Negroes) do not exist or are rapidly disappearing, or of preparing them for jobs which merely serve further to entrench them in their present sub-marginal status.⁶

Several considerations help to define a sound point of view with regard to this "apparent dilemma." (1) The thesis that Negro youth should be guided solely toward those occupations in which most Negroes are currently employed is invalidated by historic fact. In the first place, *some* Negro workers have found their way into practically *all* of the nation's occupations—all but four of those listed in the 1930 census. Added to this, the last 20 years have witnessed gradual improvement in the *relative* social-economic status of the group *as a whole*; that is, the disproportionate concentration of Negro workers in unskilled occupations has been reduced. If the relative proportion of workers engaged in occupations classified *above* the level of "unskilled" labor be taken as a rough measure of the Negro's relative social-economic status, then, the position of Negro workers approximated that of all

⁵Quoted in "Digest of Annual Reports" (for the fiscal year ended June 30, 1934), Division of Vocational Education, United States Office of Education, January, 1935.

⁶Charles H. Thompson, Howard University (unpublished manuscript).

workers—white and Negro—by 42.9 per cent in 1910, and by 46.4 per cent in 1930.⁷ Apparently, Negroes are, though slowly, “catching up.”

(2) Further, the operation of several factors will probably accelerate this trend toward relative improvement in the occupational status of Negroes. The proportionately greater increase in school attendance on the part of Negro children during the past two decades, the rapid decline of Negro illiteracy, the more rapid rate of urbanization among Negroes than among whites, the industrial development of the South, the growth of industrial unionism—the probable wholesome effect of these complementary influences upon the *relative* vocational status of Negroes suggests even more the fallacy of holding before Negro youth an occupational outlook whose boundaries are defined by *status quo*.

(3) Still further, though it is frequently *assumed* that this or that field of work offers little or no employment opportunities even for well qualified Negroes, the truth is that “precisely to what extent Negroes find it difficult to enter certain occupations *merely because they are Negroes* has not [anywhere!] been definitely ascertained.”⁸ In fact, there are striking instances in the experiences of various placement agencies which reveal the fallacy of assuming that well qualified Negroes *cannot* work where Negroes *are not* working.

It would seem, then, that the vocational guidance of Negro youth should be predicated upon the hypothesis that, with proper guidance and adequate preparation, *Negroes will become increasingly integrated into all fields of gainful employment*. “Concerted and systematic efforts should be made to find out how Negroes have overcome such limitations in the past and to devise ways and means of utilizing such knowledge to widen their occupational horizon in the present and future.”⁹ The only alternative is a policy which assumes that Negroes have a special “place” in our national economy and that vocational guidance should be so directed as to keep them in it. Such a view not only negates the historic fact of gradual “emergence” on the part of Negro workers, but it is inconsistent with the social-economic goals of the Negro race, and repugnant to the very genius of American democracy.

To summarize, the vocational guidance of Negro youth, as in the case of all youth, should seek (1) to achieve “occupational efficiency” for the individual and (2) to further, through democratic means, progress toward an improved world of occupations. Also, with special reference to the Negro as a social group, it should seek deliberately (3) to accelerate the trend toward increased integration of Negro workers into all areas of whatever may be the existing occupational world.

⁷Calculations are based upon data presented in two studies by Alba M. Edwards in the “Journal of the American Statistical Association”: (1) “A Social-Economic Grouping of the Gainful Workers of the United States,” December, 1933, pp. 377-82; and (2) “The Negro as a Factor in the Nation’s Labor Force,” September, 1936, pp. 529-40.

⁸Charles H. Thompson, “The Vocational Guidance of Negroes,” “Journal of Negro Education,” 4:1-4, January, 1935. (My italics.)

⁹*Ibid.*



NYA Photo

NYA STUDENT ON COLLEGE AID BRINGS TALES OF FAIRY-LAND TO
GLADDEN YOUNG HEARTS

Emancipation From Despair

FRANK S. HORNE

Mary McLeod Bethune, Director of the Division of Negro Affairs of the National Youth Administration, has repeatedly termed the broad social objectives of President Franklin Delano Roosevelt's "New Deal" Administration as "The New Emancipation of the Negro Race in America." As far as Negro youth is concerned, she has said of the National Youth Administration: "The NYA is emancipating Negro youth from the despair of denied opportunity in education, in guid-

ance, in employment and in recreation." In justification of these sentiments, let us examine briefly the program of the National Youth Administration and evaluate its significance to Negro youth.

Objectives of the N.Y.A.

The basic aim of the National Youth Administration is, within the limits of its resources, to meet the pressing needs of youth rendered acute by the depression. The facts indicate that during the years 1920-

1930 the percentage of youths 16 years old employed in America had decreased nearly one-third, and those 17 years old, almost one-fifth. High school and college enrollments have mounted. With the Great Depression, the already large numbers of unemployed youth out of school pyramided rapidly from two sources: First, youth workers were cut off from industry earliest in order to maintain as many adult workers as possible; and, second, depleted family incomes caused thousands more to drop out of school, until in May, 1935, some 5,000,000 youth were out of school and unemployed, three million of them actually on relief. President Roosevelt made the first attack upon this problem through the CCC camps. While this relieved some of the immediate pressure, the great masses of youth were not yet reached. He therefore created the National Youth Administration on June 26, 1935, naming Aubrey Williams as Executive Director, Richard R. Brown the Deputy Executive Director, Josephine Roche, Chairman of the Executive Committee, and Charles W. Taussig, Chairman of the National Advisory Committee.

The National Youth Administration (NYA) is an emergency relief agency of the Federal Government created by the Executive Order of President Roosevelt in order that young people caught in the depression might have their chance in school and a chance to work and earn for themselves. It is in no sense a "youth movement" and exerts no political, religious or philo-

sophical influence upon the young people it helps. It offers emergency relief for the acute needs of youth and demonstrates to local communities how they might best utilize their resources, with federal cooperation, for the rehabilitation, training and employment of young men and women.

Divisions of the N.Y.A.

There are four major divisions to the NYA program: (1) *Student Aid*, through which needy high school, college and graduate students are enabled to continue school; (2) *Employment* for out-of-school youth on socially significant work projects; (3) *Vocational Guidance and Placement* for youth seeking jobs; (4) *Recreation* and leisure time activities. All cash benefits and payments under NYA, either for student aid or work projects are paid as wages for work performed. There is no dole, and no scholarships are awarded without work.

From the very inception of the NYA, Negroes have been integrated into every phase of its program. Negro educators and other leaders took part in the initial conferences for the setting up of the program. Dr. Mordecai Johnson, of Howard University, and Mary McLeod Bethune were appointed members of the National Advisory Committee. To promote the integration and participation of Negro youth in the program, the Division of Negro Affairs was created as an integral part of the National administrative office at Washington with Mary McLeod Bethune as its Director with an Assistant and two office

aides. Negro Administrative Assistants to the State Youth Directors were appointed in twenty-one states having large Negro populations. Negroes served on the State Advisory Committees in twenty-two states and numerous Negro project supervisors were employed throughout the country. The function of these offices was in no sense to administer a separate program, but rather to insure that the complete resources of the entire NYA program, national and state, would be focussed upon the problems peculiar to Negro youth.

Monetary Benefits

During the past fiscal year ending June 30, 1937, more than 55,000 young Negro men and women received almost a half million dollars a month as direct work-aid benefits under the several phases of the NYA program. Some 29,000 received school aid to attend elementary and high schools; 7,000 more received aid to attend college, 370 additional in graduate schools—over 36,000 receiving various types of student aid totalling approximately \$200,000 a month. More than 18,000 more were employed on part-time, out-of-school work projects, earning over \$250,000 a month. In addition, some 300 Negro girls attended camps for unemployed young women, supervised by some 60 Negro staff members; four Negro Junior Counselors were placed in state employment offices to serve Negro youth and were paid from the NYA budget. In addition, these youths directly on the program received invaluable train-

ing, guidance, work experience and healthful recreation. Many additional thousands received the benefit of supervised playgrounds and other youth recreational centers, of the various types of instruction provided, and of the guidance and placement service.

Educational and Social Benefits

Above and beyond the cold but realistic and necessary economic aid, the NYA program is even more significant to Negro youth in its frontal attack upon some of their basic problems. The student aid benefits make some approach to their lack of educational opportunity. In addition, the college aid combined with the special Negro graduate aid fund of \$75,000 make possible a rare opportunity for the training of leadership whose influence will reach countless thousands. Employment upon carefully planned work projects provides work experience, exploratory try-out opportunities and actual vocational training at urban and rural training centers. This training center program, especially as it applies to rural areas, provided opportunity for the construction of shop buildings and dormitories which will offer more adequate facilities for the training of the sons and daughters of tenant or other needy farm families in practical agriculture and home-making. These youths, prepared by training and work experience, are integrated into the actual work-a-day world by the efforts of youth guidance and placement workers as they advise and find jobs for young workers in private enter-

prises. In the bewilderment of technological changes and traditional prejudices, this service assists Negro youth with his most difficult problem of orientation and adjustment in a life's work.

While a number of the Northern and Mid-Western states have excellent NYA programs among Negroes, such as the guidance and youth center work in Illinois and the recreational program in Ohio, it is to the South and the Negro masses that we turn for many of the outstanding NYA programs. There are the special women's camps of South Carolina, Florida and Arkansas; the road-side parks, farm terracing and Prairie View College Training Center projects in Texas; the excellent health projects at Flint-Goodridge Hospital and training center at the State College at Grambling in Louisiana; the fine centers at Tuskegee, Huntsville and Montgomery in Alabama; and the comprehensive program in Georgia with its widely distributed recreational centers, state vocational guidance programs, rural training centers, and the camp at Fort Valley.

These well organized and highly effective programs in Southern areas and in other sections have promoted a spirit of interracial understand-

ing, good-will and cooperation. Traveling over 40,000 miles last year and visiting over 70 centers in 21 states from Texas to the Carolinas and New York to Florida, Mrs. Bethune preached the gospel of interracial cooperation, the recognition of Negro needs and the efficacy of trained Negro leadership. New respect was won for Negro leadership and accomplishment. Negro youths were taught to embrace the benefits of NYA only as an opportunity and a stimulus for ultimate self-support and self-reliance. Problems of Negro youth were recognized and attacked as American problems in a spirit of wholesome racial cooperation.

Through this boldly conceived and courageously executed program, the National Youth Administration has dared to pioneer new frontiers. It has planted pregnant seeds, broken and cultivated new ground and poured on the warm stimulus of cooperation to show the way that local communities, north and south, east and west assisted by the Federal Government might meet the pressing problems of American youth—black, white, red, yellow—all together for the good of America and for the preservation of youth's heritage of ambition, hope and high ideals.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing **The National Educational Outlook Among Negroes** to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Saving Negro Youth

MARION CONOVER HOPE

The natural leaders of youth are parents, and the home is the natural center in which first should be started the building up of those securities which make for good citizenship and satisfaction in later life. Reverence for God, group participation in work and play, the sublimating of personal desires in deference to the will of the majority, respect for another's property and ideas, the encouragement of initiative and imagination, and above all, wholesome respect for authority, are the securities which the home should first develop in the child.

Even the mother who finds it economically possible to stay in the home is in most instances totally unequipped to deal intelligently with the ever increasing problems which her children present. Unwittingly, she becomes her child's worst enemy simply because she does not have the training nor the insight to recognize the importance of securing obedience from her two-year-old child and the value of encouraging him to do things for himself. Yet, is the mother totally to blame?

"I've worked hard to give them good wholesome food and clothes like the other children had, and I have denied myself necessities to give them spending change, what more could I have done for them," cried a distraught mother when she discovered in the same week that her fourteen-year-old daughter was

pregnant and her sixteen-year-old son had stolen an automobile.

What was there in her meager educational background to give her even an inkling of the complexities of the "inner needs" of her children? Education for parenthood should start in the grade school, with sound sex instruction and opportunities for questions. Until our educational systems recognize that direct training for parenthood is equipment which must be included in our journey toward the *satisfactory life*, the home cannot take first place as the training center for youth.

Responsibility of social agencies

All existing social agencies and all community resources concerned with the wholesome development of children should present a unified front in rehabilitating the Negro home. The health worker, the recreation worker, the visiting teacher, probation and attendance officers and the "relief worker" should work unceasingly through their various channels for the solidarity of the family unit. An increase in the number of mothers' pensions so that more mothers can remain at home with their children and an extension of adult education programs giving direct aid to mothers in dealing with their children's problems should go a long way in restoring the home to its rightful sphere.

Inadequacy of the home

The position of the average Negro in our present system is at the bottom of the economic structure and he is continually relegated to that type of employment which is outside the pale of short working hours with a fair return for honest labor. Consequently, there has been an almost complete collapse of the Negro home as a positive factor in the moulding of the child. All too many children come from homes where the mother, the sole wage earner, employed as a domestic leaves home in the morning at seven and returns about nine every night. What chance does a child have from this background?

Responsibility of the teacher

The well trained teacher with insight enough to be aware of all the forces which combined to produce that ragged, smelly, but bright-eyed, resentful little fellow who has successfully eluded the attendance officer until at the age of ten he was "forced" into school, has a challenge which will justify all her training if she succeeds in capturing his interest. The teacher with imagination and initiative, always mindful that she is competing with the lure of the street and the movies, can make her class room a "social center" and present her routine program in such an interesting way as to win the confidence and interest of the most recalcitrant child.

The average teacher, like the average worker in many other lines of endeavor, is greatly overworked and has practically no time for extended therapy in any given situa-

tion. Yet, I have met during the past three years many teachers and principals who have been quietly carrying on effective intensive case work with pre-delinquent children. That principal who delights in taking children who have failed to adjust at other schools deserves great admiration. When the child first enters her building she makes him feel welcome and wanted. Immediately he is given some responsibility and the principal explains how entirely dependent she is on his faithful discharge of that duty. The child does not fail her. There are many problems presented by children in an average class room which can be handled very effectively by existing community agencies. Yet, not many teachers have taken the time to acquaint themselves with the social agencies in their community.

Teachers' Colleges and Normal schools can easily arrange a series of lectures to senior students by the executives of the community's social agencies which would set forth the purpose, underlying philosophy, policy and limitations of each agency. The mechanics of referring a case and the intelligent use of the social service exchange would be a real asset to every teacher. In addition each teacher should have on hand an up-to-date catalog of existing social agencies. Such catalogs are usually published by the Council of Social Agencies in nearly every urban and in some rural centers. One telephone call or a note to a Head Worker in a settlement house concerning a pupil who shows exceptional ability in

some given field may result in the reshaping of the child's whole future through this new channel. Creating opportunities for the young child to know, and see at work, adults in the Negro group who have reached success in various fields is of immeasurable value to the child.

Leaders of Youth

There are local situations in practically every community which can be translated into a "fact-finding game" and the children in seeking the answers would find inspiration and encouragement for many of their secret ambitions. The answers to the following questions, for example, would make the nucleus of such a game.

How many Negro children in Washington, D. C. know that one of the foremost biologists in the world is a Negro and a professor at Howard University? How many Negro children know that for the past forty years there has been a Negro Judge in Washington, D. C., and how many children have ever visited the court room of the present Negro Judge? How many Negro children know that the New Power Plant at Howard University was designed by a Negro Architect and that the Chief Engineer is a Negro and nearly all of the assistants at the Power Plant are young Negro graduate engineers? How many Negro children know that Langston Terrace, an imposing low cost housing project on Benning's Road, in Washington, D. C., and which is fast nearing completion, was designed by a Negro Architect?

Incidentally, in all communities where separate schools are maintained, would not acquainting the white school children with the above facts be a first step in the development of racial understanding. Each city and each section of the country has its outstanding Negroes in various fields of endeavor. The teacher who makes it possible for her students to see at work, whenever possible, men and women who have achieved, is doing much to encourage and fire the ambition of a group of children who need all that they can get in the way of mental, spiritual and moral equipment.

A more widespread use of Arthur Huff Fauset's *For Freedom* would acquaint the child with the accomplishments of people in his group and should serve to fire the imagination of the young impressionable child. *They Crash the Color Line*, one of the series of pamphlets published by the National Urban League should be in the hands of every sixth grade pupil. Also, the teacher who emphasizes the importance of good health and aids in the establishment of routine health habits is adding immeasurably to the child's equipment, and, above all, the teacher who makes a conscious effort to develop courage in the Negro child is giving to the child an aid which he will need along every step of the way of life.

More power to the Negro teachers, for they are the moulders of the future leaders of their race! May their own preparation be strengthened and may their own lives be enriched so they can give more fully to their young charges!

Industrial Training Programs

W. T. REED

Present day industrial changes resulting from scientific developments along with corresponding social modifications, and the necessary adjustments to these changes are demanding serious consideration in life-activity patterns. Probably there is no field in which these demands are greater than in the field of industrial arts and vocational education. Curricula developments should parallel scientific advancement and aim to train individuals for necessary industrial and social adaptations. Based on a logical and sound departure from old offerings, a knowledge and appreciation of the present status of the industrial curricula existing in our schools should be significantly important.

Some important facts were revealed through a recent study, the purpose of which was to investigate, collect, and assemble data significantly indicative of existing curricula for training teachers of vocational industrial subjects, and to determine the status of these offerings as they now exist in Negro colleges and vocational industrial schools. Questionnaires were mailed to 37 schools, including all the Negro Land Grant Colleges and other outstanding institutions. Some of the most pertinent observations made were as follows:

1. Of the 31 colleges reporting, only 13 offer organized curricula for training teachers of industrial subjects; eleven

schools, including two land-grant colleges, *do not* offer any curricula in the industrial field. Seven schools offer training in industrial courses but no organized curricula for training teachers in the field.

2. There is no agreement regarding credit hours required in major fields. The range is from 20 to 97 semester hours with an average of 52. Credits permitted in industrial major subjects range from 8 to 97 semester hours.
3. For the B. S. degree the requirement ranges from 120 to 159 semester hours with an average of 133.9.
4. A majority of schools offering industrial courses are governed in these offerings by certifying laws of their respective states. But, all of them enjoy a great deal of freedom in setting up their own curricula.
5. Recommended requirements are indicative of varying curricula theories and lack of agreement as to what should constitute reasonable standards. Especially is this true in shop or laboratory credit hours. Recommendations for minimum laboratory credit vary from 6 to 95 semester hours.
6. Credit consideration for trade

experience, study by correspondence, examinations, and/or teaching experience in trade work is not generally favored by the schools studied. Only a few institutions allow any credit for this work.

7. No one department is common to all the schools. In the institutions reporting, automobile mechanics has the highest frequency, carpentry and electrical work are second, and printing third.

Richmond's New High School for Negroes

The new Maggie L. Walker High School, named after one of the city's most distinguished Negro women, will be opened in Richmond, Virginia, in September, 1938. The present plans are for making it one of the best school plants for Negroes in the entire state. Costing approximately \$600,000, the building will have a maximum capacity of twelve hundred students. Spe-

cial provisions will be made for the fine arts and the practical arts. A library, auditorium, special activity rooms, cafeteria and gymnasium will also be included in the large educational plant. The school is located on a seven-acre site, on one of the main trunk routes through Richmond, where ample provision will be made for outdoor activities.

FORBES H. NORRIS.

RICHMOND'S NEW MAGGIE L. WALKER HIGH SCHOOL
(Architect's Print)



The American Teachers Association

(Formerly the National Association of Teachers in Colored Schools)

GREATER EDUCATIONAL SERVICE

Policies formulated and put into practice throughout the school year 1936-1937 by the American Teachers Association were designed for the purpose of rendering "Greater Educational Service."

To this end a Plan of Cooperation with Local Communities in the Solution of Educational Problems was projected. It was built upon the fundamental principles that

1. The American Teachers Association must have knowledge of the educational problems of the local communities.
2. Action with respect to the solution of any local problem should be initiated by persons in the local community concerned.
3. The American Teachers Association must always operate in connection with or through local persons.
4. The American Teachers Association will interest itself in the problems of any local community in which there is practically unanimous opinion for action among the colored people of that community.

To gain the detailed information needed a questionnaire was devised and a nation-wide organization effected by the president and executive committee to operate in the six regions. Under the leadership of the regional vice presidents and the State Teachers Associations, committees of outstanding citizens, both professional and non-professional, sense the problems, suggest techniques of approach, and call upon the American Teachers Association to render service.

Realizing the need of definite safeguards to assure the protection of every colored child in America, the Association joined with the National Coordinating Committee in its vigorous efforts to secure a congressional amendment to the proposed Harrison-Black-Fletcher Bill for the equitable distribution of Federal Funds ranging from \$100,000,000 to \$300,000,000 for public education. The equitable distribution of public funds in the District of Columbia for public school buildings and grounds was supported by the American Teachers Association through joint citizen action in protest before the Senate Sub-committee on District Appropriations.

Support has been given both to the National Urban League in its Vocational Guidance program and to the National Survey of Vocational Education and Guidance of Negroes conducted by Dr. Ambrose Caliver, Senior Specialist in Negro Education, Office of Education, U. S. Department of Interior. The principles and ideals of the Association were written into the educational report of the National Conference on Problems of the Negro and Negro Youth, conducted by Mrs. Mary McLeod Bethune, Director, Division of Negro Affairs of the N.Y.A.

The educational achievements of the past, the present viewpoint and the future outlook of the Association both on general and specific phases were brought to the American public in two national broadcasts during American Education Week. Personal contact tours made by the president of the Association to the local membership broadened understanding. The increased number of regional confer-

ences held during the year strengthened the functional aspect of the organization through their constructive discussions and deliberations. Constitution revisions effected at the thirty-fourth annual meeting in Philadel-

phia constructed a sturdy framework for educational, moral and economic security. Such steps are in harmony with the new program and spirit of the American Teachers Association.

WILLA CARTER BURCH.

As a Man Thinketh

THE quality of a man's thinking may seem difficult to detect on account of the various strata under which real thought generally is hiding, but, if introspection is applied, all the apparent difficulty vanishes. An experiment or two will make it clear that the criteria of estimation of a man's thought are, first, the images on which it exercises itself; second, the likes and dislikes corresponding to these images, and lastly, the mental energy which enables us to combine intellectual data with more or less success.

It is evident that a person whose mind is filled with the images of petty pleasure, comfort, good food, dancing, traveling, amusing company, in short, material well-being, is farther away from what we call thought than the person whose imagination will be engrossed by beautiful scenes—Italian scenery, for instance—with noble fabrics, the quaintness or the appeal of antiquity, churches and museums full of the realization of beauty, and the recollections of great artistic lives everywhere. The superiority of an artist to a society man or woman who is nothing else is undisputed, and it comes from no other cause than the superiority of one class of images to another. Again, when the mind of a Ruskin or a William Morris is inhabited, not solely by images of sensuous beauty, but by visions of a better and happier mankind, we bow to nobler images than those which delight the mere artist. It is not difficult to go up the scale of moral values attached to magnetic images by visualizing in succession those characteristics of the patriot, the social reformer, the saint or the great religious interpreter. These images become more and more sublimized, but they are as vivid to the mystic as to the artist. What visions pass through our mind when it is at leisure, what scenes do we spontaneously imagine? We should know, for the mere description of introspection is inevitably followed by an experiment. So we can be our own judges. The thought is rather formidable.

--From *The Art of Thinking*, by Ernest Dimnet, c 1928, by Simon and Schuster, Inc.

Art Education for Today

G. OSCAR CARRINGTON

Ask the average person today "What is Art?" and he will tell you that it is the drawing or the painting of a picture or the carving of a statue. This wrong conception of art has been in the minds of people for so long that an entirely new basis of thought on the subject must be begun in the schools of today. Art has been an unattainable something for most people because they have only associated the term with the exhibits in our art galleries.

Objective of Art Education

The task of Art Education is to lead the child to see that art principles are used in every phase of life. True, only a small percentage of a group will develop art as a vocation and be willing to take the time or have the ability to attain the technical skill that is necessary for a professional artist. Yet, the masses use the principles of art in their dress and in their homes. Industry is turning to art to aid it in the production of better commodities. The school must provide a basic art training for the few who will be creative leaders of tomorrow, as well as a broad appreciative understanding of art for the masses who will enjoy a richer and more beautiful life because art is a living reality in their daily lives.

Results of Art Education

In order to illustrate the way in which art can be presented so that



CHARCOAL DRAWING BY MARIE STOKES, HOWARD HIGH SCHOOL, WILMINGTON, DEL.

(Won honorable mention at the Wilmington city school exhibit, May, 1937)

the talented few and the masses may profit by Art Education, let us restate the subject as follows, "How Art Contributes to Home and Personality." The subject implies that art is used in the home and that it aids in the expression of a personality. How art does these things is what the pupil under teacher guidance endeavors to find out. In this pursuit he uses numerous references that pertain to art principles, and applies them, not to some abstract problem, but to his home, community, or some individual problem in which he has a special in-

terest. A pupil who does not have the ability to use the different mediums with a degree of success can be led to see how the subject aids many more fields than he has ever considered affected by this heretofore unattainable something. For the talented few with the desire to express themselves in many ways there is no limit as to what can be accomplished.

Art in its broader meaning is the best of its kind in any field of endeavor. The cook, the dressmaker, the homemaker, the architect, the artist or the craftsman in any vocation does a better piece of work if he understands and applies the principles of art. Have you ever watched a cook add just so much of this ingredient to the mixture, or the dressmaker shorten or lengthen a line that makes the garment just as you want it? Each has developed that principle of art known

as a sense of proportion (the relation of one part to another) that tells him how much to allow for that particular result. In art, principles do not change but their application to the problems of life add to it the variety and the beauty that is satisfying to the soul.

In an attempt to carry out some of the principles discussed here, we conducted a special project in art expression in one of our classes. With one group the study of personality led to interest in facial expressions, from which developed a class in portraiture. Charcoal was used as a medium for beginners and exceptional results were produced. The accompanying portrait represents a total of not more than two hours work on three successive days for a pupil who was making her first attempt at portraiture and for whom charcoal was a new medium of expression.

WRITING FOR PROFIT

The National Educational Outlook Among Negroes is desirous of presenting to its readers educational fiction in the form of short stories. It believes that many lessons of lasting value may be taught through this means. There are many educational situations in the classroom, on the playground, in the home and elsewhere which appropriately may be used as background material. We are therefore inviting students, teachers and others interested to send us short stories of the nature described. These short stories should not exceed 1,200 words and should deal with themes which have educational significance. The National Educational Outlook Among Negroes will pay three dollars for each short story submitted and printed in its pages. We reserve all rights to the stories we print. No manuscripts will be returned unless accompanied by return postage and mailing instructions. Send all short stories to the Story Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

*The Supreme Court and Its Home**

CONSTANCE E. H. DANIEL

America's temple of justice—the new building of the Supreme Court of the United States—is like no other structure in Washington. Perhaps this is as it should be, for it is here, where the high court of the land sits, rather than in the halls of Congress, or even in the White House, that one senses the real authority of our Government.

This sun-washed white marble temple, east of the Capitol, with its "blaze of bronze throughout the echoing halls," is the outward symbol of one of the three great and equal branches of our Government—the judicial. One of the most beautiful government buildings in the world, it was designed by the late Cass Gilbert, of New York, dean of American architects, who died before its completion in 1936. Three million dollars worth of flawless marble, from Vermont, Georgia, Alabama, Spain, Italy and Africa, was used to fashion the Supreme Court's new home, which was erected at a total cost of almost ten million dollars, and occupied for the first time during the last court session.

No trees obstruct the view of the Corinthian edifice from the street, from which the broad marble stairway rises gently to a flagged terrace, and again to the marble-pillared portico, surmounted with a sculptured pediment representing

Liberty Enthroned, guarded by Order and Authority.

The Interior of the Building

Behind the great marble pillars, shining bronze doors give access to the marble halls and the Supreme Court Chamber beyond. These paneled doors depict outstanding historic events in the development and administration of law. The story of this development, together with symbolic figures, is continued in the carved pediments of the chamber itself.

Here, images of the great law-givers of all time find their places in the pediments of the north and south walls, where sculptors have portrayed Menes, Hammurabi, Moses, Solomon, Mohammed, Charlemagne, Lyeurgus, Solon, Draco, Confucius, Octavian, Justinian, King John, St. Louis, Hugo Grotius, Blackstone, Marshall and Napoleon.

The marble columns which flank the chamber, the bronze grilled gates which separate it from its flanking corridors, and the magnificent hangings of red velour are impressive; but not so impressive as the nine high-backed chairs behind the bench, and the nine black-robed Justices who occupy them.

The Work of the Court

The Supreme Court, in session from October to June, convenes punctually each week-day except

*See front cover.

Saturday, at twelve o'clock. A crier announces the entrance of the august tribunal, while the audience stands and remains standing as the Justices file to their places and the crier calls on "all persons having business before the honorable, the Supreme Court of the United States," to "draw near and give their attention." The Court is seated. As it has sat for generations in the solemn old chamber just off the rotunda in the Capitol—the Court now sits. As they have been painstakingly written in fine penmanship since the first Justices sat in 1789, so the minutes of this modern Court are still written, to be filed for active use, along with the smoke and fire discolored minutes salvaged from the Capitol, when it was fired by the British during the War of 1812.

Cases involving life, personal liberty, slavery, imprisonment, the right of a fair wage for labor, the right of suffrage, freedom of speech, patent rights, and multitudes of questions involving an interpretation of the Constitution, have been decided, and sometimes reddecided, by these men who, appointed for life, are the balance wheel in the machinery of government.

Some Important Decisions

Among the first in importance of the notable cases argued, and the decisions and opinions handed down, was the one in 1842 sustaining the Fugitive Slave Law of 1793. This decision confirmed the rights of slave owners under the Constitution, and upheld the right of a State to make a law contrary to

Federal statute. This adverse opinion increased antagonism to slavery, and was doubtless responsible for the growth of that remarkable institution known as the Underground Railroad, through which, it is estimated, more than sixty thousand slaves were passed to freedom, between 1830 and 1860. This was followed, in 1857, by the famous Dred Scott Decision. The case of Dred Scott, slave of a Missouri owner, carried by his master into the free territory which is now Minnesota, involved the constitutionality of the Missouri Compromise of 1820, which forbade slavery in the remaining part of the Louisiana Purchase lying north of the southern boundary of Missouri. Argued twice before the Supreme Court, the case was lost by the decision which gave slave-holders the right to convey slaves with impunity into any part of the country. This case was considered so important that each of the nine Justices delivered separate opinions. Chief Justice Roger Brooke Taney, who handed down the decision, outlawing the Missouri Compromise, set his own slaves free, spoke of slavery as "a blot on our national character," and defended, in 1819, a Methodist clergyman charged with inciting slaves to turn against their masters. Ironically, it was the strict interpretation of the Constitution by this man who opposed slavery, which dictated the decision legalizing slavery throughout the States, and made of it a political issue leading directly to the Civil War.

Decisions After Emancipation

The Slaughter House Cases of 1879 were among the early attempts to invoke the due process clause of the Fourteenth Amendment, designed especially to protect the rights of freedmen, in cases not involving racial distinctions. These cases, and those involving the constitutionality of the Civil Rights Law, fathered and defended by Charles Sumner, of Massachusetts, all met with adverse decisions. The decision on the Civil Rights Law, handed down in 1883 by Justice Bradley, and frequently quoted in defense of racial discrimination, declared that the Fourteenth Amendment did not protect Negroes any more than other citizens, and that its application was limited to political rights. In both these cases, the majority of the Supreme Court rendering the decision, was Republican—a surprising phenomenon for those days. The Ku Klux Klan activities were sharply curbed by a decision of the Court, denying a writ of habeas corpus to one Yarbrough, white Georgian, and seven of his fellows, convicted and imprisoned for intimidation of voters during a Congressional election. Literacy tests for the right of franchise were declared unconstitutional

under the Thirteenth Amendment, by a decision in 1915. Residential segregation was outlawed as a direct violation of the Fourteenth Amendment, in 1917.

The validity of the operation of separate railroad coaches in intrastate commerce was upheld in 1914 in an opinion by Justice Hughes (now Chief Justice), with the accompanying warning that failure to provide equal accommodations such as sleeping cars, dining cars and chair cars, constituted a violation of the Fourteenth Amendment. And so on to the past decade, during which time we have become acquainted with the Mississippi Torture Case, the famous Scottsboro Case—now half won, the victory in the Angelo Herndon Case. These are yet fresh in the public mind. The case of the remaining unfreed Scottsboro boys will probably come before the Court again, in this chamber where history is being made and the rights of great and small are being considered, day by day, by the highest tribunal in the land.

Editor's Note—In the previous article by Mrs. Daniel reference was made to the treaty of secession with Denmark. This should have been the treaty of cession and not secession, which was a typographical error.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

The Significance of Emotion to Education

PART ONE—PERSONALITY PROBLEMS

FANNIE W. HOWARD

An effort to understand each individual child who makes up the composite classes in schools today, so that he may be taught more effectively, is getting a new emphasis. Are teachers simply aware of this trend or are they earnestly striving to summon to their command all the knowledge that they have of the causes of human reactions, specific and general? Are they keeping an eye open to the things going on around them? Are they aware of the experiments being carried on in psychiatric clinics, and classrooms of modern and progressive schools? Have they an ear to the ground for results and approved techniques that aid them in acquiring a better understanding of each individual child?

Teachers need to know more about emotions—the kinds, the causes which incite them, their effect on the individual while they are actively present and afterwards. Emotion is deep rooted. It is behavior resulting from changing or shifting of the functions of the body to help maintain the body equilibrium. It is influenced both by feeling—that particular mood or general over-all feeling; and by attitude—the pre-condition of behavior which actively determines the cause

of conduct. Individuals vary so markedly and have such widely different experiences that it is readily seen that no generalization can be made about attitudes or emotions that will fit each individual. The task of the teacher, then, is to understand better what the psychologist terms the personality—its make-up, its needs and the emotion which is the result of the satisfaction or denial of these personality needs, as an aid or deterrent in making each individual an adjusted member of society.

Complexity of Personality

Individuals are infinitely complex at birth. Teachers should study the physiological mechanism of their pupils, because many emotional disturbances can be explained in terms of nerve impulses rather than in terms of the psychic. James S. Plant says that "the stress psychiatrists have laid upon mental mechanism and what things mean to a person rather than what they are, is the best example of personality being not only what one does, but also the aim, the drive, the reason, the ideal content back of what one does."¹ Teachers, then, must try to know all the currents of an individual's life which color and control

the present state of the individual pupil. This can only be done through the study of the environment of those who compose the classes in our schools. Plant further says, "to understand personality, it is not enough to be a psychiatrist; one must be a historian and sociologist as well. If the ever-present, ever-growing, ever-controlling unconscious makes the individual one with his past, so do the psycho-motor tensions and 'mechanical' forces of the sociological influences make him one with his total environment."²

Teacher's Responsibility

This would seem to imply that teachers and prospective teachers should be more concerned with acquiring knowledge in psychology, history, and sociology. Negro teachers should acquaint themselves more with the condition of Negroes before the Civil War, and try to understand, admit, and face the fact that certain kinds of psychology were super-imposed upon the group and that there has been a hangover of these attitudes. Every Negro teacher should study and search diligently for facts about the present social, economic and political conditions of Negroes in the various regional groups. No matter where one may teach it is quite possible that one's pupils may come to that community from any of the other different, widely separated and varied communities.

There must be not only a realiza-

tion of the basic elements of personality, but also a recognition of differences in individuals. Teachers must try to understand the acquired mental habits and attitudes of the pupils toward security, reality, and authority, because these are all a vital part of personality. It is also one of his major tasks to help pupils develop habits and attitudes and the ability to make adjustments, regardless of what academic subject he teaches. This has been said often, but it will not have been said enough until every teacher, no longer merely claims this as an aim, but actively and daily puts it into practice. The habits and attitudes of an individual are determined by the experience gained in the environment and by the way it meets his personality needs. Responses to these experiences frequently become so stereotyped that they are thought to be a part of the personality. This is sometimes referred to as the "rest of personality."

Environment, or everyday experience, changes individuals more or less, and lays a basis for the reactions to later situations. The fundamental task of education is to so set the situation for pupils that effective adjustments may result. This is an educational possibility. Most psychologists have agreed that the abilities of pupils cannot be changed but that alert, understanding and sympathetic teachers can so set the situations under which pupils are trained as to afford the best possible attainment for every child.

(To be continued)

¹J. S. Plant—Personality and the Cultural Pattern (New York, The Commonwealth Fund, 1937), Chapter 1.

² Ibid, Chapter 1.

New Horizons for Talented Negro Youth*

WILLIS N. HUGGINS

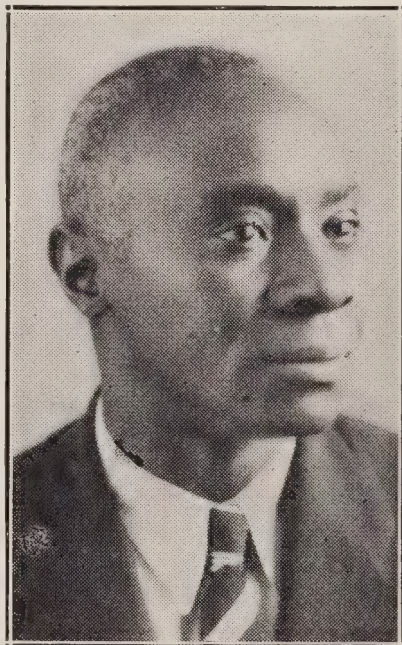
There are no new horizons. Indeed, there is nothing new under the sun. New horizons are simply old horizons pushed farther back. Old horizons have shrunk in our new economic order and the altitudes of achievement have been foreshortened.

Lack of Horizon

When we get our children out of school too many of them go to sleep on the opportunities open before them and often, many of them, who attempt to do something grow weary too soon and sit down. Much of this is because we did not husband their talents in their formative periods; because we did not offer them incentives and at the same time inform them that the fruition of those incentives would call for much time and often great sacrifice. Even the lives of many of their elders have not furnished proper patterns by which they might cut out a career. Nor have their elders given them due appraisals of the careers of pioneers within the group whose achievements were made through much sacrifice and many set-backs. Give our youth the horizon of some of these personalities.

The Church as a Horizon

Since the church is, and will be for a long time, a horizon for the



Willis N. Huggins

masses, then let us get some of our youth into the ministry, a high and holy calling. Train them so that they will be fit and far-visioned, ready to help rid the church of its excess bishops, presiding elders, moderators, and preachers, who so blithely burden the people with needless, expensive, second-hand buildings, when the money so spent is needed for business expansion, for the care of the legions of poorly housed, delinquent children, and for a large number of unfortunates who

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need to be reclaimed for our society.

Teaching as a Horizon

Are there no new horizons for our youth in the teaching profession? Teaching is becoming more difficult in an ever narrowing profession. A profession in which prospects are waning, where doors are closing and in which workers despair of pink slips. However, there is one horizon which the teachers themselves owe the children. It is that of concentrating the buying power of teachers and schools into one great business which will supply the schools with equipment (books, maps, et cetera), so that our youth can make some of the things which they use and also secure employment in the distribution of such goods. At least this could be done in the schools which we own and control. All of this could be covered by a great, vibrant, educational journal, which again would absorb some of the despairing youth which we turn out into a roughshod world, already glutted by a surplus of trained folk. Failing to do this, we should go out after placements in the supply and publishing houses that cater to the general school trade.

Horizons in Business

The skilled trades, aeronautics, engineering, and the utilities are full of promise for our youth. But even though the farms in the South may be share-cropper ridden, there can be found a way to organize these people into some form of farmer-consumer cooperative which

would absorb some of our wondering, and wandering youth. Although large scale production is passing more and more into the hands of the few, and the chain syndicates are squeezing out and barring the independent stores, yet in urban centers, a way can be found to help the independents to venture and survive.

We cannot make horizons for our youth unless we stop the empty pretension to wealth which we do not have. Such pretension registers itself in reckless waste and show-off. This should be stopped so that the money thus wasted could be used to build now, and in the future, types of businesses which will enable our youth to be able in the future to walk into a bank and borrow money, not as a beggar nor as a pawn in the hands of some philanthropy, but as business men, having and deserving credit.

In the realm of organized labor, with its strikes, boycotts, sabotage, and general unrest, new horizons must be found for our youth in a gainful alignment with the labor forces of the country. Those of us who have definite, organized knowledge of labor and labor conditions must help to widen the labor horizon for the youth of America, both Negro and white.

Let our children see that the old philanthropy is over; that we are no longer on the white man's program; that we are at the period now in which we must begin to produce some of the things that we use instead of remaining careless, unthinking consumers. We might do well to let them see that the

white race has created certain sancta into which Negroes may not enter. Indeed, into some of them we need not wish to enter, for within ourselves we have the power to develop for ourselves a culturally satisfying life, so deep, so wide, so noble, and so high, that the best of other races would feel honored to enter into its portals. Show them this horizon.

Horizons in Journalism

Whatever we may do and when all is said and done, the journalist must make his survey. With 12,000,000 Negroes in this country, altitudes and horizons in journalism may be whatever is willed. You as teachers must carry the gospel of

reading our weekly papers, the editors of which are in the front trenches holding the line until you bring up reinforcements. Fail to support your papers, magazines, and authors, and you are as a soldier without breastplate and shield or as a feudal army fighting with cross-bows against a modern army bolstered with tanks and poison gas.

Whatever we do, let us impress upon Negro youth that they must wake up and get up; once up, to stay up and stand up; to choose a craft and master it; and that they must move with the pace of the modern world, for life is short and crafts are hard to learn.

*Excerpts from an address delivered before the 34th annual meeting of the American Teachers Association (formerly the N.A.T.C.S.).

ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

CREDIT TO WHOM CREDIT IS DUE

In order that we may give recognition to many persons who have made noteworthy, but frequently unrecognized, contributions, we are inviting our readers to send to us short biographical sketches of persons whom you know to have made outstanding contributions to the education of Negroes. These persons may either be, or have been, administrators, teachers, or otherwise connected with education or some allied field. These sketches should not exceed 1,000 words and should be authentic and specific as to the contribution. We invite you to assist us in this much needed effort. Send all contributions to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Question

What is the significance of maturation and what is the difference between maturation and readiness for learning?

W. S. N.

Answer

Learning readiness is a general term which includes maturation. We hear a great deal about reading readiness, but *other-subject* readiness is just as important. The concept probably grew out of Thorndike's laws of learning which were announced about twenty-five years ago. One of these was the "law of readiness." It states that it is satisfying or unsatisfying to the learner for a neural conduction unit to conduct according as the unit is or is not in readiness to conduct. Readiness to learn arises out of adequate natural growth or maturation, and proper and adequate experience. Maturation is essentially a biological concept. Under ordinary circumstances it is influenced but little by environmental factors. It is growth toward a predetermined goal and is a complex of many elements. The child who is mature enough to read is sufficiently mature in mental development, eye movements, control of muscles of the throat, perception span, etc.

What is frequently overlooked is that no amount of activity or instruction can elaborate readiness in the absence of adequate maturation. Probably, immaturity is a causal factor in more than 90% of the failures in school. The fact that the highest percentage of failure lies in the first grade, about 25% every year in this country, is evidence that immaturity

is a large factor. It follows that, in general, immaturity should be ruled out before an elaborate study of a problem child is undertaken. It would be far better if immature children were not subjected to routine instruction until they are chronologically older and, therefore, more mature; because the child not only does not make lasting progress, but the work is unpleasant to him and in many cases creates attitudes toward school and toward study which undoubtedly account for a large percentage of truancy and for the initial steps in delinquency. There may result feelings of inadequacy, anti-authority outlook, and of being discriminated against. The current practice of trying out devices and methods to counteract the effects of immaturity is a harmful procedure, disappointing to the teacher and negative for the pupil.

Teachers will do well to understand the symptoms of immaturity. The intelligence test is, of course, the best instrument for detecting mental immaturity. It is agreed, for instance, that a child with a mental age less than six years is mentally immature for beginning reading. Adequate maturity for manipulation such as writing, industrial arts, etc., remains to be detected by intelligent observations of teachers. The two most obvious symptoms of adequate maturity are the quantity and quality of product and the evidences of pleasure which the child derives from the activity.

For those who wish a technical discussion of maturation as it relates to diagnosis, Chapter X in the *Twenty-Fourth Yearbook of the National So-*

ciety for the Study of Education is recommended. A simpler and more practical discussion is presented in *Learning the Three R's*, by Gertrude Hildreth, 1936. The reader should

consult the index. (See book reviews in the current issue of this magazine for fuller description of this reference.)

H. H. L.

Supervisory Activities

T. R. DAVIS

Those who participate will certainly attest to the buoyant enrichment and strengthened outlook which accrue from experiences in the cooperative type of supervisory activities in which supervision is done by the supervisor and the supervised. Probably no other type gives rise, as effectively, to favorably changed attitudes in the improvement of instruction and the encouragement of growth of teachers in service.

Introducing a New Method or Procedure

Introducing some new method or procedure, as the unit assignment and plan of teaching, exemplifies cooperative supervision. We attempted this activity in our school. A committee of the faculty directed the effort. After two weeks of consideration of approach, the committee reported to the faculty a plan of procedure which afforded experience indicated in the following outline:

Introduction of the Unit Assignment and Plan of Teaching:

1. Each teacher to purchase a copy of Morrison's, *The Practice of Teaching in the Secondary School*;
(a) One teacher to be responsible for ordering of books;
2. Professional meetings to be held bi-weekly;

- (a) Members of committee to take turn in serving as chairman,
 - (b) Speakers 15 minutes with 5 or 10 minutes for questions;
 3. Discussion, the Steps of the Morrison Plan by professor of University of Tennessee;
 4. The principal first and then several teachers, including two members of committee, to discuss chapters in Morrison's book;
 5. Several teachers, including two members of committee, to bring in reports on unit assignment and teaching from other textbooks;
 6. Teachers who wish try the Morrison Plan or modification of their methods in the light of findings.
- After a semester of enthusiastic and resourceful study in this manner, the results proved greatly gratifying indeed.

Other areas, which have lent themselves well to this type of supervision, are the homeroom, character education, extra-curriculum instructional activities, discipline and the school's organization. Results, here, also were uniquely advantageous.

Setting Up Major Objectives for the Year

Another supervisory activity, which provides resourcefulness, encouragement and enlightenment, consists of selecting and setting up major objectives to be considered

for special work during the next year. The chief supervisor of our city schools projected this cooperative activity which we attempt in the high school. Each teacher passes in to the principal a list of objectives, which might be included, accompanied by statements on means, devices and procedures to be utilized in the attainment of the objectives and statements on measures or criteria of the success in achieving them. The major objectives and the methods of achieving them are selected from those passed in. An exhibit of the frame-work of an activity of this type will indicate probable qualities of enrichment and strength:

Major Objectives of the School for the Year:

1. Revision of Units in Courses;
 - (a) Revise work-sheets,
 - (b) Give attention to coordination and correlation of the contents of the units in related subjects,
 - (c) Give attention to adaptation of subject-matter to include such items as the Tennessee Valley Authority, the Norris Dam and other educational features of the immediate community,
 - (d) Respective departments to do the revision cooperatively,
 - (e) Department heads to report to faculty two weeks before close of school year the results of the department's revision of units,
 - (f) Each teacher by the end of school year to pass in to the principal's office outlines of units with guide sheets for courses offered,
2. Measurement of School's Organization;

- (a) By the end of the school year faculty to review the school's organization and apply criteria of *comprehensiveness* and *consistency* suggested in the National Survey of Secondary Education,

- (b) Faculty to study through assignments and reports, *The Reorganization of Secondary Education*, Bulletin 1932, No. 17, National Survey of Secondary Education, and other literature bearing on school organization,

- (c) Lectures by college and university professors, other educators and teachers,

- (d) A report to the faculty by a committee, known as the School Organization Measurement Committee, on the present school organization,

3. Revision of the School's Organization and Administrative Bulletin:

- (a) Teachers to send in to the principal's office suggested changes, additions or revisions,

- (b) The principal to report to the faculty on revisions suggested,

- (c) Corrections, other suggestions by teachers,

- (d) Committee to make revisions accordingly.

The principal, all through the year, by means of supervisory techniques, devices and aids, keeps the objectives before the teachers and pupils, assists individual teachers and groups in efforts to achieve goals, and otherwise vitalizes the activity.

Cooperative Arrangement of a School Bulletin

School rules and regulations; duties and responsibilities; aims,

objectives, and policies; practices and procedures may be cooperatively arranged by teachers and pupils in the form of a mimeographed, loose-leaf bulletin, handbook or manual and used not only as an aid in administration but also as an effective instrument of cooperative supervision. Chapters with main headings of our bulletin may be indicative of the value of this type of effort:

School Organization and Administrative Bulletin;

Chapter I. Aims and Objectives of the School;

- (A) The Seven Cardinal Objectives,
- (B) The Major Objectives of the Program of Work for the Year,

Chapter II. Organization;

- (A) The Principal,
- (B) The Teacher,
- (C) Counselors,
- (D) Heads of Departments,
- (E) Librarian,
- (F) Clerk,
- (G) School Physician and Nurse,
- (H) Janitors,
- (I) Pupils,

Chapter III. Administrative Practices and Procedures;

- (A) Opening of School,
- (B) Other Practices and Procedures,
- (C) Closing of School or Semester,

Chapter IV. Operating Regulations;

- (A) General,
- (B) Specific Operating Regulations,

Chapter V. Service Agencies;

- (A) Finance,
- (B) Other Service Agencies,

Chapter VI. Extra-Curriculum Activities;

- (A) The Student Council,
- (B) Clubs,

(C) Other Meetings,

(D) Other Activities, Appendices.

In bringing together in a single pamphlet these and other pertinent items of the work of the school, the bulletin should set forth more clearly the fundamental objectives of the school as they relate to the cardinal principles or issues of education, aid the teachers and pupils in clarifying many problems that arise in the government and administration of policies, practices and procedures, serve as an incentive to inspire group thinking in a direction which will make for democratic organization and effective school morale, and contribute to the improvement and efficiency of instruction.

Attitudes Developed

In adventures in cooperative supervisory activities, several attitudes are developed or substantiated. The teachers will understand the work better and, at the same time, will be motivated by the feeling that the activity, to a great extent, is the result of their thinking and doing. Pupils, also, may take pride in supervision and contribute something. Again, just as the teacher is largely a counselor in the self-education of the pupil, so the supervisor is a guide in the self-supervision of the teachers. Effective supervision is considerably democratic. Open-mindedness is an asset in supervision; generously giving the teachers a chance to contribute is invaluable; autocratically considering that they do not know is a retardant. Supervision is not uniform but flexible. Consultation comes to the front as a major factor in successful supervision.

NATIONAL EDUCATIONAL OUTLOOK

What Price Business?

MRS W. J. HALE

As Negroes in the United States of America, comprising one-tenth of the population, it is somewhat pertinent for us to seriously ask the question: What price business? We have been thought of as an optimistic and trusting race, having faith that circumstances will eventually become better. Our one great contribution to American civilization, Negro folk songs, has been born in this philosophy. But our faith has been, to a certain degree, blind, for we have not analyzed it sufficiently to know how our goals are to be reached. America is the wealthiest nation in this socio-economic age, and, for the most part, the salvation of the Negro must necessarily be along lines of achievement in business and group activity in keeping with the spirit of the country, and linked with a practical faith expressed in workable social traits.

Negroes Must Produce

We have been a consuming race, rather than a producing one. But if we are to take our rightful place among other races, we should and must shoulder our part of the world's burden in producing for this modern civilization. The few outstanding instances of unbiased recognition of Negro men and women have been due to the fact that they could and did produce as well as, and in most cases better than, other racial groups. The color of our skins is soon forgotten, when

we can accomplish a real task. Historical and current literature reveals this fact.

Must Begin with Small Businesses

It is most encouraging to see small community business centers beginning to thrive in thickly populated Negro sections. In many cases these businesses are owned and very efficiently operated by Negroes, a large number of whom are young persons. However, our great regret is that more of them are not thus operated. Picketing is for a childish, weak race, begging for an opportunity to secure a position among white workers from white owners and operators in Negro communities. Creating business should be our goal. Necessarily we must have small beginnings, hence the present emphasis for the Negro to organize small businesses. The colleges and universities, which are sponsoring business administration courses for Negroes, are at present, in many cases, making surveys in the cities and in rural districts to ascertain what has been and is being done along this line, and the possibilities for promoting such business. We are truly achieving in the field of insurance, funeral homes, beauty shops and weekly newspapers, as well as rightfully assuming the leadership of our Negro educational institutions, but we must push into the mercantile business. The few successful businesses in the past

have been operated by men, not necessarily trained for this work, but who did possess character and business acumen. In order to compete successfully in business with the other races, we must encourage young men and women who can efficiently combine strong character traits with technical knowledge to enter the field of owning and operating small businesses. Our slogan should be SUPERIOR SERVICE.

Why Negroes Have Lost Positions

In recent studies made for the benefit of the National Association of Teachers in Colored Schools, it was ascertained that the following were given as the reasons for the loss of many positions formerly held by Negroes: Lack of knowledge and skill, uncleanness, non-dependability, a Negro-rich philosophy causing spasmodic services, and breaking down of racial integrity for personal gains.

The Tasks to Be Performed

Therefore, truly our task is to train effectively our youth in the knowledge and skills needed so that their services will be demanded be-

cause of their abilities. But we must go even beyond this. Statistics have proven that 85 per cent of the failures in the business world are not due directly to lack of knowledge and skill but to weak personalities. Strong personalities can overcome initial technical weaknesses. Weak personalities evidence lack of ambition, determination, truthfulness, cleanliness, dependability, punctuality and regularity, and especially an attitude of cooperation and teachableness.

The final task for the achievement of this goal is certainly one for the colleges and universities. The beginnings must be made in the home and continued in the elementary schools and secondary schools. Here must be stressed the character traits which have been most worthwhile for our people all through the ages. Thus, it is a task for all to make this once "child race" into a strong "business race." Is each one of us willing to take the time to pay this price to make it possible for posterity? The thinking Negro believes that we are, so let every one accept this great challenge and make achievement possible.

A FIVE DOLLAR AWARD

Artists, art teachers, art students, and other qualified persons are invited to submit a design which will be suitable for the front cover of our December issue. We will award five dollars to the person whose design is used for that issue. All competing designs must be sent to us not later than the first of November. The design used will become our exclusive property. All other designs submitted will be returned only when accompanied by postage and mailing instructions. Send all entries to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

Some Materials Available From Certain Government Departments

U. S. Department of the Interior

The National Park Service of this Department has for free distribution a general park pamphlet entitled "Glimpses of Our National Parks." Also available are circulars of general information for National Parks in many of the Western States, Hawaii, Arkansas, Maine, and Virginia. Those interested in maps can secure free of charge a map showing recreational areas of the United States administered by the Federal or State Governments and also a small map of the United States showing the location of the National Parks and National Monuments. All inquiries should be addressed to National Park Service, U. S. Department of the Interior, Washington, D. C.

The Bureau of Reclamation of the Department of the Interior has several booklets, circulars, and reports on various reclamation projects. Those interested in Boulder Dam and the Columbia Basin Project may secure general information pamphlets without charge. Teachers will be particularly interested in a 96-page illustrated booklet entitled "Federal Reclamation Projects," which may be secured in lots of 25 or more upon request. Inquiries should be addressed to Division of Public Relations, Bureau of Reclamation, U. S. Department of the Interior, Washington, D. C.

U. S. Department of Agriculture

The publications of this Department fall in the following general classes: Agricultural Adjustment Administration Publications, Circulars, Farmers' Bulletins, Inventories of Seeds and Plants Imported, Leaflets, Miscellaneous Publications, North American Fauna, Service and Regulatory Announcements, Soil Surveys, Statistical Bulletins, Technical Bulletins, Yearbooks, and periodical publications. Interested persons can secure many publications at no cost by consulting the Department's List of Available Publications, which can be secured by writing to Division of Publications, Office of Information, U. S. Department of Agriculture, Washington, D. C.

U. S. Department of Commerce

This Department has announced very recently a new publication of special interest to teachers and educational institutions—"Stories of American Industry"—a 100-page booklet containing programs broadcast on the history and development of selected American industries. These talks were presented by the U. S. Department of Commerce over the Columbia Broadcasting System, Inc. The booklet includes talks on such industries as: paint, paper, baking, coal, rubber, canning and preserving, recreational, iron and steel, and

industries of tomorrow. These talks can be used as text material or supplementary reading for classes in commercial geography, social science, economics, general science, adult education, vocational education, etc. The cost of this handbook is 10 cents per

copy with a discount of 25 per cent on lots of 100 or more mailed to a single address. Send all orders to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Mention THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES when writing to the government departments.

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HOW DO YOU FEEL ABOUT IT?

Were you pleased with this issue of our magazine? Were you displeased? We want our readers to make generous comments on the monthly issues of The National Educational Outlook Among Negroes. Send us a letter indicating the features you like or dislike, with reasons, and items you would have us stress more. We would also like to have mention of features which you would care to see included in the pages of the magazine. Help us to render a real service to our readers.

EDUCATIONAL NEWS AND EVENTS

Student Health Services

Recently issued by the Office of Education is a bulletin entitled "Student Health Services in Institutions of Higher Education," by James Frederick Rogers, M.D. The bulletin concerns itself mainly with the present-day practices in these various institutions. The section dealing with colleges and universities for Negroes throws much light on what is being done for the health of their students. This bulletin, 1937, number 7, is for sale by the Superintendent of Documents, Washington, D. C., for ten cents.

Los Angeles Convention

The National Baptist Convention held its 57th annual session recently in Los Angeles, California. The educational board of the Baptist Church maintains 31 colleges and academies, and 84 secondary schools. The enrollment in these schools last year was 14,010. Their property value has been assessed at \$7,686,600.

Parent Education References

Two free lists of publications just issued by the Office of Education, are of particular interest to parents and to parent-teacher groups. One is a guide list of U. S. Government publications for parents and leaders in parent education, and the other is a bibliography titled "Good

References on Education for Family Life." Both lists were prepared by Ellen C. Lombard, Office of Education Specialist in Parent Education. Parents, parent-teacher groups, and leaders of parent education should find these two guide lists useful.

Boys' Clubs

In hundreds of crowded urban areas, including many cities where no recreational provisions are made for colored youth, boys' clubs have been established with WPA workers in charge. Boys between 10 and 25 years of age may register in these clubs, which offer varied athletic and educational programs to their memberships. Sports are the usual major interest, but in addition considerable stress is placed upon the arterrafts, woodwork, and educational activities. In many cities these Negro boys' clubs are the only places where the boys are taught anything of Negro history and folk lore.

Athletics

Tuskegee Institute's track team won by a wide margin the 1937 Women's National A.A.U. track and field championships at Trenton, N. J., on September 25. The team won places in ten of the eleven events in which they were entered to score 33 points to their closest competitors' 14.

Brotherhood of Sleeping Car Porters

Recently signed in Chicago was a contract between The Pullman Company and the Brotherhood of Sleeping Car Porters, the only international union in the country which is controlled by Negroes, increasing their minimum wages, establishing a basic 240 hour month, and making other agreeable provisions. President of the Brotherhood is 46 year old Asa Philip Randolph, who started organizing the porters in 1925 and who has worked with them until at the present time they are one of the important unions among the labor organizations of the United States.

Working Conferences

About 700 Negro WPA teachers from the states of Kentucky, Alabama, Georgia, Florida, and South Carolina attended a series of working conferences in their respective states during August and a part of September with the assistance of James A. Atkins, WPA Specialist in Negro Education. The conferences were designed to acquaint teachers recently employed on the emergency education program with the methods of adult education, and to sharpen the skill of the more experienced ones.

Dramatized Health Messages

The American Medical Association and the National Broadcasting Company will present each week, from October 13, 1937, to June 15, 1938, a program of dramatized health messages "intended to furnish graphic supplementary material for health teaching in junior

and senior high schools." The program will be broadcast each Wednesday from 2 to 2:30 p.m. eastern standard time. For dates and topics of these weekly broadcasts see *Hygeia* for October, 1937, or write to the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

COLLEGE ACTIVITIES

The 68th year as an institution of higher learning and the eighth year as a strictly graduate school of liberal arts marked the opening of Atlanta University on September 22. Over 1200 students have been enrolled in the university, colleges, and demonstration schools that form the Atlanta University system; 776 students are working for their graduate or bachelor's degrees, and 349 are enrolled in the laboratory school.

* * *

Waverlyn N. Rice, a graduate of Morehouse College in the class of 1935, was recently made docteur de l'Universite by the University of Toulouse, France. Dr. Rice will be a member of the faculty at A & T College in Greensboro, N. C., during the coming year.

* * *

The seventy-third formal opening of Shaw University was held on September 17. At that time 389 students were registered. The freshman class is smaller this year in keeping with the plans of the University to select more carefully the students who will appear to be both financially and mentally capable of obtaining the benefits of a college education.

During the present school year Prairie View is offering for the first time graduate courses leading to the Master's degrees. The college is continuing its program designed to meet the needs of its constituency in a useful and practical way.

* * *

An unusual feature of Dillard University's freshman week was a three-day retreat of the freshmen on the Mississippi-Gulf Coast. Faculty members and upper-classmen assisted in orienting the new students.

* * *

Planning a gala celebration of its 25th anniversary during the week of November 21 is Tennessee's A & I State College. In addition to the Thanksgiving Services, the week's program will include the dedication of a new athletic field house and stadium. Alumni and former students from all over the United

States are expected to return for the celebration.

* * *

Hampton Institute opened its fall term on September 23. The total enrollment for 1937-1938, 1033 men and women, is above that of the previous year and there is the prospect of a few additional late registrants. In a mammoth floral and historical parade, held recently in connection with Richmond, Virginia's "Bicentennial Program," the Hampton Institute Band won the first prize of \$100 in the colored division.

* * *

The seventieth year of instruction was inaugurated at Howard University on September 28, by special exercises in the Andrew Rankin Memorial Chapel at which President Mordecai W. Johnson formally welcomed the student body. Instruction began immediately following the chapel exercises.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

What Is Important in Education?

In this article appearing in the July issue of *The Educational Record*, Burton P. Fowler, former president of the Progressive Education Association and now a member of its advisory board, stresses purpose, problem-solving, self-dependence, cooperation, and evaluation as being "five aspects of any

forward-looking program of education." He predicts that "any concept of education which takes learning out of life either for the scholar or the novice will never flourish in the face of the challenge of American Democracy."

The First Days of School

Practical suggestions for beginning teachers of ways to secure

good order are given by Frank J. Lowth in the September issue of *The Grade Teacher*. Stressing the fact that "Good teachers control their schools through skillful teaching-learning procedures," Mr. Lowth gives advice that can be helpful to all teachers. "If a beginning teacher is not quite sure of herself, she is bound to come to grief. Almost any class will cause a teacher an infinite amount of trouble unless the children see determination in her eyes and demeanor, and unless they clearly sense that she has a program of conduct and order which she is determined to put into operation. The successful teacher must be an intelligent, firm and steady person."

Who, What, and Whither Concerning Vocational Guidance?

This is the title of a timely article by Franklin J. Keller in *Occupations* for June, 1937.

Whose Task Is Vocational Guidance? The author takes the stand that "the schools—traditionally the conservators of youth—can be and should be made to serve the purpose for which they were organized."

What has Vocational Guidance to do with education, either general or vocational? Dr. Keller's answer states that "if vocational guidance helps the individual to understand himself and to understand the world in which he must work and live, then it is indubitably part of the educational process. It is the prerequisite and the inevitable accompaniment of sound vocational training."

What are the means of making

vocational guidance more effective? "The analysis of individuals and of work processes by the use of psychological methods; the use of the examination as an educational rather than as a punitive device; the employment of the cumulative record for understanding the individual rather than for damning him; the enrichment of the curriculum to provide for a wide variety of interests; the devising of methods of instruction to reach the individual; interviews by skilled counselors; the provision of some kind of appropriate vocational training for every individual"—are listed by Dr. Keller as being "worthy and legitimate approaches to the adequate and appropriate education of all boys and girls."

Let's Develop Human Beings

President George Willard Frasier of Colorado State College of Education focuses needed attention on the problem of guidance in the junior and senior high school in his contribution to the September issue of *The School Executive*. The author lists the following as being three important factors in guidance: the teacher—"all guidance should center about the classroom teacher"; the curriculum—"a good curriculum is as important as a good teacher"; and the school plant—"the physical surroundings of the child are important in guidance." "Guidance should be the natural outgrowth of classroom teaching. It is not necessary to set aside a year in which guidance is stressed or a special hour in the day when a child is guided. It is not necessary to appoint a man whose spe-

cial job is to advise boys, nor a woman who specializes in advice for girls. Teacher guidance is more effective."

The Principal as a Community Leader

F. C. Borgeson, professor of education at New York University's School of Education, presents an analysis of the principal's community relations in *School Management* for September. "The school principal is potentially one of the outstanding leaders of the local community. If a school is fortunate in having as principal one who holds a comprehensive vision of the opportunities and responsibilities of the school as a social institution serving the *entire* community, we are very likely to find in that school a principal who has already become, or is on the road to becoming, the key individual in that community. This is as it should be."

You Might Like Also to Read—

Tomorrow's Educational Needs by N. L. Englehardt in *The School Executive* for September. This article deals with planning the attractive, serviceable, and comfortable school of tomorrow.

Speeding Up Your Reading, a description of modern psychologic technics for measuring the efficiency of reading habits by Dr. Eliot D. Hutchinson in the September issue of *Hygeia*.

Send Them Away Singing—tips for choral directors during rehearsals and concerts by W. E. Hendricks in the Spring issue of the *Music Educators Journal*.

Lost Atlantis—Horace M. Bond reveals some interesting historical facts about some psychologically and culturally isolated groups of free Negroes in Louisiana in the Festival issue (July-Sept.) of *The Arts Quarterly*.

Housing and Healthful Living—Mary E. Williams gives many helpful hints in the August issue of *Service*. Beginning its second year, *Service* continues its policy of presenting a wealth of interesting and helpful information designed particularly for those who are engaged in the domestic and personal service occupations.

Studying Airplanes—an illustrated unit of work by Glenn O. Blough in *The Instructor* for September. This timely unit is devised for primary, intermediate, and the upper grades.

Ratings of Instructional Materials is a regular feature of *The Education Digest*. These ratings, made by a nation-wide group of experts, of textbooks, courses of study, workbooks, tests, et cetera, are given in an attempt to help educators choose those materials best suited to their needs.

College Opens—the general title of *Opportunity* for September. This issue presents some timely articles written by college officials.

BOOK REVIEWS

LEARNING THE THREE R'S—A MODERN INTERPRETATION. Gertrude Hildreth. (Educational Publishers, Inc., Philadelphia, 1936; pp. IX 824, \$2.40.)

This is a comprehensive work on the teaching of the core subjects in the elementary schools. The emphasis

is appropriately scientific and experimental, and the treatment of the subject is a fine antidote to extremists in educational theory and practice.

The first two chapters deal in a non-technical way with the *Three R's* in the curriculum and with pertinent psychologies of the learning process. The latter is especially commendable because educational advancement has been unduly retarded by writers who approach the subject from the point of view of a single psychological system. Chapters III-VIII deal with the *Three-R* processes, changes in practice and other tendencies; Chapters IX-XI throw into relief the problems of failures and of individual differences; Chapters XII-XVI give an exposition of the *Three-R* deficiencies and difficulties; and Chapters XVII-XXIV discuss diagnostic methods and remedial measures.

An especial merit of this work is the consistency with which it holds throughout to certain major points of view in its exposition of both theory and practice. Among these may be mentioned: (1) appropriate learning in the elementary school quite often is thinking and discovery leading to independent educational growth; (2) a frank recognition of the maturity factor in pupil progress; (3) the effectiveness of ability grouping in unselected school populations; (4) the pressing desirability of the teacher's approaching her problems from the clinical point of view, involving adequate social and psychological investigation supplemented by information from cumulative records; (5) an emphatic recognition of the value of scientific testing.

One notes a satisfying lack of emphasis upon units as a methodological approach. A brief review can-

not give an adequate notion of the real worth of this work. No elementary teacher or officer should be without acquaintance with it.

HOWARD H. LONG.

CHILDHOOD: THE BEGINNING YEARS AND BEYOND. Edited by the Parent Education Committee of the Association for Childhood Education. (Houghton Mifflin Co., New York, 1936, 1937. \$18.50.)

EDITOR'S NOTE: *The following reviews are of the five volumes of this set of books which are sold only as a unit. This well written and illustrated series of five volumes sells for \$19.50 less 5% cash discount, or \$18.50 cash in advance. Because of the semi-philanthropic nature of The Association for Childhood Education, no open accounts are carried and the books are sold for half the usual price for such a series.*

Vol. I, HEALTH. Richard M. Smith, M.D., and Douglas A. Thorn, M.D. (286 pages.)

This volume deals with the physical, mental and emotional health of the child. The first eleven chapters are primarily concerned with the growth and daily care of the infant in illness and health. The social atmosphere of the home, the physical environment and furnishings for the baby's room, the type and quantity of clothing needed, feeding and eating habits, amount of sleep required, and the desirability of proper elimination are discussed in this first section. Although some of the standards, such as the baby's clothing and room furnishings set forth here, are desirable, yet, these, in our opinion, are a bit high for the average American family.

The last thirteen chapters emphasize the development of good habits and mental attitude in the growing child. Methods of remedying such reactions as fear, anger, jealousy, feelings of inferiority, are handled adequately. The development of security and independence, obedience and discipline, health adjustment to

NATIONAL EDUCATIONAL OUTLOOK

the family, and other characteristics are clearly treated. The chapter on sex instruction should be helpful to parents.

This book is well bound, the printing is large and clear, and the language is easily understood. Young married people and prospective parents should find it of value.

PAUL B. CORNELLY, M.D.

Vol. II, PLAY, by Rose H. Alschuler and Christine Heinig. (244 pages.)

This volume of the Childhood Guidance Series concerns itself with the child's response to life. It contains a wide selection of play materials for indoor and outdoor use. Chapters dealing with *The Sick-Abed Child*, and *Every Child Has a Right to a Pet* give many helpful suggestions for solving these two important problems encountered by parents. The line drawings and photographs add much to its attractiveness.

Vol. III, NATURE, by Bertha Stevens. (278 pages.)

Here is a volume which the adults will find helpful for themselves as well as their children. "Riders of nature study hobby horses" will find a wealth of information interspersed with photographs and line drawings in this book. This is indeed a guide-book for parents, teachers, and children which they can use effectively to "explore their neighborhood, underfoot, around about, and high overhead."

Vol. IV, STORIES AND VERSE, compiled by Mary Lincoln Morse. (272 pages.)

This volume has an excellent collection of *Tales That Are New—Or Nearly New*, *Tales That Are Old*, and *Verses Both Old and New*. While there are many stories and verses that are familiar, there are many more which are new and which should, for that reason, prove of

value in increasing interest in story hours. Parents and teachers should find the *Afterword* of suggestions helpful, as well as a short annotated list of *Books for Fathers and Mothers*, both of which are included in the appendix.

Vol. V, SONGS FROM MANY LANDS, by Thomas Whitney Surette. (65 pages.)

This volume, illustrated by Gertrude Herrick Howe, consists of songs "selected as representing the natural heritage of American children." It includes many of the folk songs from European nations. Parents and teachers will find the grading of these songs as to degree of difficulty helpful, as well as the author's introductory section dealing with many phases of the musical training of their children.

YOUTH SERVES THE COMMUNITY, by Paul R. Hanna. (D. Appleton-Century Co., New York, 1936. \$2.00.)

This book is a publication of the Progressive Education Association, and is the result of a survey conducted by that Association with financial assistance given by the WPA. The author and his research staff present many examples of the activities engaged in by youths in America and abroad which have resulted in improving the general welfare of their respective communities. *Cooperative community activities* is the keynote of the entire book, which is a forceful and interesting story of what can be done by organizing groups of youths to make definite contributions to the welfare of society. Teachers, and community leaders should find much of value in this book.

THE ETIQUETTE OF RACE RELATIONS IN THE SOUTH. Bertram Wilbur Doyle. (The University of Chicago

Press, Chicago, Ill., 1937. \$2.50.)

This volume written by Bertram W. Doyle is a much needed addition to the available publications in the sociological field of race relations. Having as its subtitle *A Study in Social Control*, this book traces the etiquette that has governed the conduct between Negroes and whites in this country from 1619 to the present time. Dr. Doyle has used these

varied forms of social conduct to indicate another basis for a solution of the "race problem"—natural laws which determine what people can do.

The book is interestingly written and includes a wealth of source and documentary material. It not only gives a clue to settling various issues involving Negroes and whites, but also tends to suggest reasons for inter- and intra-racial conduct.

NATIONAL BROADCAST ON NEGRO EDUCATION

The week of November 7-13 has been designated as American Education Week for 1937. This year the general theme will be "Education and Our National Life." In addition to urging parents and others to *visit your schools*, the National Educational Association, 1201 Sixteenth Street, N. W., Washington, D. C., is making available, for a small cost, materials to help schools and other institutions in celebrating this important week. Of special interest will be the eighth annual national broadcast on the education of Negroes, sponsored by the Office of Education, which will take place Nov. 10, 2 to 2:30 P. M., E.S.T.

(Blue Network of National Broadcasting Co.)

Educational Facts

● There are many counties with large Negro populations in the South in which no high schools for Negro children are provided. In 1930-31 there were 230 such counties in 15 states.

● The average number of days schools are kept open for Negroes in 17 Southern States is 135, which is about $1\frac{1}{2}$ months less than the accepted standard in those states. The cumulative effect of this annual loss to Negroes over one school generation of 12 years means a difference of 18 months, or two school years.

● There are about 1,753,000 more students in all of the high schools in

the United States today than there were in 1929-30.

● A staff of 1,020,000 public and private school teachers instructs America's school population. For the nation as a whole there is one man teacher to every five women teachers. From 1930 to 1934, however, the number of men teachers in the public schools increased in all but two or three states.

● America's one-room schoolhouse is disappearing at the rate of 7 or 8 a day in favor of the modern and frequently larger school building. Nevertheless there are still 133,000 one-room schoolhouses throughout the country. One-room school teach-

ers receive \$517 a year (median salary) for their services.

● Three per cent of the country's adult population have graduated from college, and four per cent more have attended some college. Fourteen per cent of all adult persons have graduated from high school or have continued their education beyond that point. Thirty-three per cent of the adult population have at least entered high school.

—OFFICE OF EDUCATION.

* * *

● A recent report indicates that there are 69 Negro licensed and student aviators in the United States. A few of these persons are qualified to pilot the large transport planes now in service throughout the country.

—DEPT. OF COMMERCE.

* * *

● In 1935 there were 23,490 retail stores in the United States operated by Negro proprietors, or 2,211 fewer than in 1929. Slightly more than 67 per cent of the total value of all sales made in these stores was accredited to the food group of stores and the eating and drinking

places. These stores gave, in 1935, employment to 36,141 persons including 23,819 active proprietors and firm members not on the pay roll and 12,322 full-time and part-time employees who received a total wage of \$5,021,000.

● Over two-thirds of the Negro prisoners committed in 1930, 1931, and 1932 were between 20 and 40 years of age. The largest number committed was for the age groups 21 to 24. Less than six per cent of the Negroes committed in these three years were females.

● Out of every thousand Negroes born alive 87.32 as compared with 62.32 whites die in the first year of life. In the second year the death rate drops to 16.57 for Negro and to 9.93 for whites and decreases steadily thereafter for both races until it reaches a minimum of 2.11 for Negroes and 1.47 for whites in the eleventh year of life. Thereafter it increases steadily, reaching 21.81 for the Negro and 8.74 for the whites in the 45th year of life and 87.75 and 78.61 respectively in the 75th, with still higher rates in the older age groups.

—CENSUS BUREAU.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

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- Libraries and Rural Negro Schools—Marie McIver
- Service has its Own Rewards—W. H. Fouse

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NOVEMBER, 1937



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(See Page 14)

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- Negro Rural School Libraries
- We Face Reality in Detroit
- Improved Rural Life
- Science in Negro Colleges
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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students and pupils. The maga- zine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot gener- ally indorse every statement made by contributors.

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Relaxation—Walker L. Savoy
The Contribution of A. M. Strange to Negro Education—W. Milan Davis

EDITORIAL COMMENT

THANKSGIVING



It seems to be a fundamental attribute of human culture that at intervals we should take stock of assets and liabilities and be more or less thankful to some source or circumstance for the assets. The reference point for evaluation may shift with circumstances. Those who have suffered extreme liabilities are likely to be very thankful for small assets, and, strangely enough, a super-abundance of assets is likely to accentuate the liabilities so that one is not nearly as thankful and as satisfied with his assets as one would be if they were judged on a more objective basis.

The assets and liabilities are of two sorts—the individual or specific, and the social or general. Sometimes it is almost impossible for the individual to find grounds for satisfaction and thanks on the basis of specific assets, except in a negative sort of way. One is thus thankful that conditions are not worse than they are, “It could be worse.” It is rare, however, that one cannot find some positive basis for thanksgiving if one takes into consideration not only the individual or specific assets, but also the social assets. The latter involve satisfactions which are derived from witnessing the well-being of one’s fellows, or from prevision that in the long run the social assets are almost sure to be a benefit to the individual.

In the present Thanksgiving Season it is believed that almost every teacher and every pupil can find reason for thankfulness in one or the other or both of these categories.

In general, the inventory of specific assets must remain of necessity with the individual. Assets may be of a personal sort which one must, because of a given circumstance, enjoy all alone; or they may be shared with others. In any event it is a part of the essence of good living that at intervals one should attempt to balance his budget of satisfactions to see how his own actions may have influenced the outcome.

The more general assets are open to review for all of us. Careful enumeration of the things in this category for which we should be thankful would undoubtedly require many pages. We may enumerate a few, however.

When we think of the discord in the world which now threatens a convulsion of two continents at least, we may find satisfaction that ours is a land, flanked by two immense oceans, in which discord rises little higher than political maneuverings which are always susceptible to settlement by

peaceful balloting. There is no fundamental clash of cultures and no deep-seated prospect of devastating conflict.

If we pass in review the curses of war, again we may be thankful. When foreign wars are fought it is a pitiable circumstance that stay-at-homes get only a pale, vicarious appreciation of war's real horrors—poverty, pestilence, social disorganization, greed, hatred, and their results. In this respect ours is an enviable position. The international brigands pause at the potentiality of our aroused strength and leave our land a haven of peace. Can we not be thankful that our natural resources make it improbable that we shall be attacked and overrun as have been weaker countries over the ages?

There are lands which have rigorous caste systems, and which are burdened with preparations for war; lands in which childhood glorifies war and early learns mistrust and hatred of neighbors across the border; lands in which the will of the few are ruthlessly imposed upon the many; lands prostrate from fear and poverty. All of these evils we escape in a satisfying measure. Our caste is at least flexible so that, in general, the lowly may aspire to national recognition and acclaim. There is reasonable freedom of speech and freedom of worship. What is of supreme importance, there is educational opportunity with the prospect of increase from year to year. With educational opportunity there is hope, for the right kind of education can solve many of our problems. Education is the most generally accepted solvent. It is satisfying that our people emerge from every disaster with their faith in education undimmed.

Finally, the year 1937 finds us a step further from the depths of the depression of 1933. The contrast between now and then is vivid in the minds of many of us. Then, those who had labored for a lifetime saw their earnings go, their future darkened and their hopes repressed by fear. Now, there are only faint misgivings. America and the American system have taken a new lease on life, and the immediate future seems secure. Unemployment and poverty are by no means unknown, but at least prosperity seems within hailing distance. Bigotry still exists, but tolerance and appreciation are gaining the upper hand.

For all of these, we should rejoice and give thanks!

THANKSGIVING

For the inner light that makes me see
In the rose Thy perfect artistry . . .
I thank Thee.

For the inner ear Thou gavest me
To catch each passing harmony . . .
I thank Thee.

For the vision that sustaineth me
To calmly greet eternity
I thank Thee.

—MARION CONOVER HOPE.

(Reprinted from *Opportunity*)



" . . . it is right that while I live my tongue should declare the gratitude which I feel."—Dante.

The sponsors of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, in keeping with the spirit of the season, take this opportunity to express their appreciation of the hearty and spontaneous reception which the magazine has been given by its readers. Our circulation has exceeded our estimation and is continuing to climb steadily week by week. For this we are most grateful. Our requests for contributions are being generously filled. The quality of these responses may be judged by the praise which the magazine is receiving as indicated by the comments which appear elsewhere in this issue. We are most thankful for these unsolicited expressions of commendation and faith and for the hundreds of unexpressed felicitations.

Help us to continue as we have begun by sending to us news items about events; a brief story about your method of teaching or some other procedure or technique which you have found effective; a sketch about some pupil activity or administrative device; pictures which have educational significance. Please do not procrastinate, do it now. In doing so you will help to enrich your own professional life by enriching that of others. For your past cooperation and assistance we offer a prayer of Thanksgiving; that your goodwill may continue to be translated into usable realities is our hope for the present and the future.



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No better gift can be found to express the real spirit of Christmas than a year's subscription to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES. This magazine will carry each month a message of good cheer, enlightenment, and hope to the thousands of teachers and parents of Negro youth who have long felt the need for a unifying and energizing agency which it seeks to fill. We hope that you will welcome this suggestion and fill out the attached Christmas order card and return it immediately.



Libraries and Negro Rural Schools

MARIE MCIVER

The rural school has never been given the same consideration that has been given city schools in such matters as buildings, length of term and curriculum. It is not surprising, therefore, to find the same situation with respect to libraries.

Rural children poor readers

We often hear people say that rural children cannot read. You have only to spend a short while in the average rural school to find this to be true. If you want to go a step farther and base your conclusion on facts, give a standard test in reading to pupils in rural schools and you will find that they are deficient in thought-getting. There are reasons for this condition. I want to call attention to *one* of the reasons why children in rural schools cannot read.

Why are rural children poor readers?

Many of the boys and girls in rural districts come from homes where there are no books, newspapers or other reading material. They attend a school where these things are not provided. They "go through" a basal text in reading *several* times, stumble through the content subjects, and leave the elementary school with very little real reading experience. Is it surprising that they do not know how to read? Modern methods of teaching require wide-reading of varied materials in order to develop an ap-

preciation for the different types of literature as well as to acquire skill through practice. We believe in the axiom, "Children learn to do by doing," but we fail to put it into practice when it comes to reading in rural schools.

Library materials inadequate

Many books found in rural schools are of doubtful value. Too often people think in terms of quantity rather than quality, which results in an accumulation of useless volumes considered as library material. The rural school needs many worth while, easy-to-read books in a number of different fields. Some States supply the basal texts free, but make no provision for supplementary readers or general library books. Other States supply basal texts free, supplementary readers through the rental system, but make no provision for general libraries. Rural children are not exposed to enough books to enable them to develop the habit of reading for pleasure. I have seen children take library books home to their parents from a small rural school. They almost always choose very easy books. They are eager to take books home and will take good care of them, under proper supervision. Reading materials will not take the place of a well-trained, conscientious teacher, but it will certainly enable that teacher to do her work more effectively.

Aid from Rosenwald Fund

The Julius Rosenwald Fund has made a wonderful beginning and a valuable contribution toward providing libraries for rural schools. Parents in rural communities have made great sacrifices in securing these libraries, but the surface has not been *scratched*. It is not to be expected that this Fund should provide books for the thousands of Negro children in the rural schools of the South. It has led the way, and has certainly called attention to the importance of this phase of the school program. It is to be hoped that the States will consider it vital enough to justify its development.

Library problem investigated

In an attempt to study the problem, letters were sent to fifteen Southern States, asking for the number of volumes in the Negro rural schools of those States. Thus far, replies have come from twelve States. Only four States (Maryland, Texas, Louisiana, and North Carolina) seem to have definite information on the number of volumes in libraries in Negro rural schools. Maryland has approximately 5,000 volumes; Texas, 31,250 volumes; Louisiana, 66,666 volumes, and North Carolina, 108,919 volumes. Although the number of volumes appears large, North Carolina has only six-tenths of a volume per Negro pupil. To give an idea of what is being done in some of the other States, the following excerpts are quoted from replies received:

Alabama: "No data available."

Arkansas: "I am afraid we are not going to be able to help you with the information requested in your letter of August second, as our records have never required it."

Florida: "I regret to say that we do not have this information compiled."

Georgia: "Our annual reports for the school term 1935-36 secured no information on school libraries. The reports from superintendents for the school year 1936-37 have not been compiled. The State Board of Education has set aside \$100,000 to be used in matching funds raised in the counties for the purpose of providing grade library books. We expect to make a drive this year to get library books in every Negro school in the counties where there are supervisors." (I assume that the appropriation mentioned is for *all* schools.)

Kentucky: "I am very sorry that we do not have the data requested. I failed to find the number of volumes in the rural school libraries reported in the annual statistical report. I do not know why this item has been omitted from our reports, but these data, so far as I know, are not available in this Department."

Louisiana: "Prior to last year there were 10,000 volumes. Purchased last year, 56,666 volumes. Available for present school session, 66,666 volumes. We already have an appropriation of \$30,000 to be used for purchasing books for this session. For this amount we will be able to purchase about 40,000 additional books."

Maryland: "There are approximately 5,000 volumes in the Negro rural schools of Maryland."

Mississippi: "If you have reference to the number of volumes in the libraries of the numerous little Negro schools in the open country, this

number is nil, or practically so, but if you mean the total number of volumes in libraries in all communities in the State with a population of 2,500 or less, my guess is 10,000. I have no way of finding out the exact number, but I am sure it would not exceed my figures."

North Carolina: School Facts (published monthly by the State Department of Public Instruction) for February, 1937, is devoted entirely to public school libraries. It begins with the first appropriation made for libraries thirty-six years ago and traces the development up to the present. The number of books in rural schools is given by counties and by race. Ten years ago, there was an average of one-tenth of a volume per pupil in Negro rural schools. This has increased to one-sixth of a volume per pupil. While progress has been made, library facilities in rural schools in North Carolina are still very inadequate. The county Superintendent's annual report gives this information by race.

Oklahoma: "The only figures available on the subject, we regret to say, are the result of a survey made for the Rosenwald Fund in 1928-29 which shows a total of 6,559 volumes in fifteen rural Negro schools. Since this survey, no other count has been made. The Rosenwald Fund has spent over \$4,500 on elementary school libraries for Negroes in Oklahoma in the past ten years."

Tennessee: "Records are kept but library facilities are considered very inadequate by the State School Commissioner, in his annual report."

Texas: "We have 31,250 library volumes in Negro rural schools of Texas. In addition to the above, of course, there are almost countless volumes of state-owned textbooks in and out of adoption."

Virginia: "According to a report from the office of the Supervisor of Libraries and Textbooks for the session 1935-36, there were 83,182 volumes in the libraries of 81 Negro schools. These schools had an enrollment of 26,630 pupils. These figures include both *rural* and *city* high schools. They also include only such schools as made formal reports to the office of the Supervisor of Libraries and Textbooks during that session."

From the above quotations, we can see that we have made very slow progress in providing library books in our rural schools. I do not believe we have an average of one library book for every twenty pupils enrolled throughout the South. I hope that someone will disagree with me and prove that I am mistaken. I earnestly hope that those in authority will speed up the program in order that boys and girls in rural districts may not be penalized any longer by inadequate library books.

I am indebted to Mr. N. C. Newbold, Director of the Division of Negro Education, Raleigh, North Carolina, for his assistance in securing the data for this article, and we are deeply grateful to the State Agents for their promptness in replying and their splendid spirit of cooperation.



ADULT EDUCATION LITERARY CLASS, TUSCAROWAS COUNTY, OHIO

WPA—

*Adult Education for Negroes: Part II**

JAMES A. ATKINS

In many quarters there is a feeling that if the present emergency program could be made permanent, the need would be met. But such a step would raise many other questions. The program is very wide in scope and its activities are spread over the entire country, yet it has not been able to reach some of the areas of greatest neglect because it is a work-relief program. If it were made permanent and fitted into existing systems of free public education the difficulties in connection with the distribution of its activities would not automatically disappear and other problems of adjustment and expansion of a puzzling nature would remain.

Rural and Urban Needs

The present emergency program

provides only an approach, not an answer to the problem of adult education for Negroes. It has operated on a basis of voluntary attendance. Its subjects and activities have been selected on the basis of interests and needs of the adult students. For example, in the rural areas the immediate demand appears to be for education in the "tool" subjects, and training in the field of vocational agriculture; while in non-rural areas the demand for such subjects seems to vary according to the recency of migration from rural areas. Where there has been a recent influx of people from rural areas, the demand is greater than usual.

In cities generally there is a marked demand for general adult

education. Outside the South, this demand seems to center around the study of (1) current events, with strong emphasis on economic and governmental problems; (2) industrial conditions and vocational adjustment; (3) personal, home and community relations and (4) cultural subjects, including languages, music, and the fine arts. Although frequently treated as a specialized field, recreational activities have also had much consideration in the general program.

Needs of the South

In the South, to a considerable extent, the demand centers around the eradication of illiteracy; individual, home and community relations; occupational training and rehabilitation; and the practical arts. Whether or not these demands are representative enough to provide a basis for determining the character of a permanent program, they indicate that there is a need for greater variety in adult education for the population as a whole.

Supply and Demand of Teachers

Some idea of the number and quality of Negro teachers and leaders needed for a permanent program of Adult Education might be obtained from an examination of facts relating to the employment of Negro teachers under the Emergency Education Program. At its peak the program employed around 5,000 Negro teachers a month. Most of these were employed in urban communities all over the country, and in the rural non-farm areas of the South. This would seem to indicate an additional need for Negro teachers in the rural areas not

served by the program. Of course in considering the need for teachers, it is not necessary to think only of full time teachers. Part-time teachers are rendering, and will continue to render an important service in adult education everywhere.

When the emergency program was inaugurated, it was found that practically all the qualified applicants for teaching positions needed preparation in the principles and methods of adult psychology, discussion techniques, and further information concerning the selection and organization of materials for use in adult classes. This would seem to indicate that present standards and regulations of most states and municipalities may not meet the specifications for certifying and licensing teachers and leaders of adult education. Certification requirements now in vogue are for teachers of children. Many persons who are masters of a trade may be prepared to share their skill and knowledge with other adults, after receiving only a minimum of the formal, professional training referred to above. But some of these master tradesmen could meet the technical requirements for public school teaching only after many years of additional schooling. Some of them could not meet them at all.

The possession of an inspiring personality has been found to be an indispensable qualification for successful educational work with adults. If the leader cannot attract and hold his class, it may walk out on him. In contrast with this, the child, in most schools, is compelled to stay in class no matter

how uninspiring the teacher may happen to be.

Special Demands on Negro Teachers of Adults

All that has been said about the teacher or leader of adults applies with special emphasis to the worker with the Negro adults who come to class with an educational background acquired in the church or lodge room, while their teacher probably received his preparation in a high school or college in which the time honored question-and-answer type of recitation was used. Special opportunities and responsibilities have come to Negro colleges, if they are to attempt to prepare leaders who will actually lead the Negro in steadying himself against the impact of new forces in modern civilization that threaten to overwhelm him.

While, in general, the emergency program has been administered through the public schools, it has provided no answer to the question: Should a permanent Adult Education Program for Negroes be administered through colleges, training schools, and public schools, or through some community agency such as the library, Urban League or representative City Council? Some of the most effectively administered programs had able advisory committees to guide them whether they were conducted through the public school, or through some of the other agencies mentioned. In view of this fact there seems to be a need for as wide a participation in administration as is consistent with efficient administrative control.

Suitability of Instructional Materials

One of the objectives of the emergency program has been to stimulate and encourage the production of free and low priced instructional materials suitable for adults. Much attention has been given to such matters as form, content, and particularly to proper approach. It is of especial significance that many of these published works have included a treatment of topics bearing on the Negro such as is not found in text-books used in a majority of the public schools. These facts are reminders of the two-fold nature of problems involved in securing adequate materials for a program of adult education for Negroes.

The critical question facing any proposed program of adult education for Negroes in the final analysis relates to its financing. Even after the attitude of the American public has been changed toward educating all underprivileged groups, such as pre-school and over-age children, Negroes, and the foreign-born population, there will doubtless still remain a stubborn, almost unyielding attitude toward taxation. Until this is changed, attempts to solve other problems are of little avail.

**EDITOR'S NOTE: In part one, printed in the September issue, Mr. Atkins discussed the early efforts in organizing adult education, the emergency adult education program, some problems of formal education, and problems of educating the educated.*

An Experiment in Health Education

M. J. BENT

Dr. Elbridge Sibley's study of Tennessee Valley mortality statistics shows a much higher rate among Negroes than whites. A cooperative survey to determine the causes of this inequality was launched by the State Health Department and the Rosenwald Fund, in a West Tennessee farm community and an East Tennessee industrial district. In the industrial district, where the Negroes' earning capacity was higher and social restraints less brutal, his mortality rates declined toward the level of whites, indicating that differences in these factors rather than biological differences are responsible for the greater inequality in mortality rates found in the farm district.

To devise means of reducing the Tennessee Negroes' mortality rates, a committee of representatives from the State Departments of Health and Education, the Rosenwald Fund, and three presidents of Nashville Negro colleges initiated a five-year program of health education in two of the colleges and three Davidson County rural elementary schools.

A preliminary health survey of the schools and communities they serve was made in 1932 by Mr. Paul Jessen and the writer. A modified Gates-Strang health knowledge test, a health habit and a sanitary questionnaire were used in this study. The low average of 54 per cent correct answers was obtained in this survey. In such multiple choice questions with numerous possible answers, an average of 25 per cent may be expected from guessing. The survey also revealed a sub-normal knowledge of foods, balanced diets, personal and community hygiene.

Survey findings formed the basis of the health education program for undergraduate and graduate teachers subsequently carried out in the two colleges and for the health education program in the three elementary schools. The existing community activities formed the nuclei for our community health program designed to improve diet, dress, personal and community hygiene.

The teachers of the three elementary schools were first taught the gist of the program by the writer and his assistants and subsequently assisted and guided in pupil instruction. The regular program was supplemented by lectures, demonstrations and special conferences.

A second survey in 1934 showed an average improvement of 13.6 per cent over the preliminary survey, and the final survey in 1936 showed an average improvement of 21.4 per cent over the preliminary survey. Active interest in the program shown by the college students, rural teachers, pupils and parents indicated keen desire for the program and proved intensely stimulating and gratifying to the writer and his assistants.

GLIMPSES OF OUR CAPITAL

THE WHITE HOUSE*

CONSTANCE E. H. DANIEL

Thirty-one of the Nation's thirty-two presidents have made their official home in the mansion, on the bank of the Potomac River, that is known to all the world as the White House. The White House was the first public building to be erected in Washington, the cornerstone having been laid on October 13, 1792. The design is said to have been suggested by that of the Duke of Leinster's palace in Dublin. It is of the classic style of architecture, and has been much admired by architects. The exterior walls of the building are constructed of light gray sandstone from quarries on Aquia Creek, Virginia, and were painted white in the course of the reconstruction after the fire.

The White House was first occupied by President and Mrs. John Adams in November, 1800, although some of the interior construction, notably the finish of the East Room, had not been completed at that time. The east and west terraces were constructed during Jefferson's administration. On August 24, 1814, the building was burned by the British forces which had captured Washington, the fire destroying the interior and part of the walls. The work of reconstruction was com-

menced in the spring of 1815, and President Monroe moved in during December, 1817. The south portico was completed in 1824, and the north portico in 1829. In 1869 the east terrace was entirely removed, but no other important structural changes were made until 1902.

Of the great reception rooms on the first floor, the East Room, where the public is received, is the one best known. The Blue Room is reserved for the reception of diplomats, while the ladies of the President's family receive their guests in the Red Room. To many Americans, however, "the White House" means the executive offices, housed in the West wing built by Theodore Roosevelt in 1902, in which the President and his secretaries carry on daily the pressing business of the Nation.

In the china room on the ground floor are cabinets containing specimens of china used by the various Presidents. The second and third floors are devoted to the family and guests of the President. The second floor has seven bedrooms and baths, in addition to the library, the President's study, and a wide hall extending the length of the building. The third floor has fourteen rooms and seven bathrooms, as well as a number of storage rooms.

*See front cover.

Emancipation Proclamation

Outstanding among the dramatic events in our country's history, which center around the White House, is the signing of the Emancipation Proclamation by the sixteenth president, Abraham Lincoln, in 1863. The East Room of the White House was the scene of private funeral services for the fallen leader, two years later, when assassin's bullets fired by John Wilkes Booth in the old Ford Theater mortally wounded the President, six days after the surrender of Lee at Appomatox Court House, April 9, 1865.

The first Democratic president after the Civil War, Grover Cleveland, went to the White House in 1884. Significant, and seldom referred to, is the fact that the administration of the former Governor of New York, half a century ago, saw the first appreciable split in the solid Republican ranks of the Negro electorate, some of whom, even at that

early date, were urging abandonment of one-party voting.

White House activity during the administration of Theodore Roosevelt (1901-1909) resulted in increasing interest in Negro education. It also saw the military occupancy of Santo Domingo by United States forces. Woodrow Wilson's occupancy (1913-1921) saw the protectorate over Haiti established, the end of the military administration in Santo Domingo, and the purchase of the Virgin Islands from Denmark. During the Hoover regime, the Negro returned to the halls of Congress, after an absence of more than a quarter of a century.

Since the advent of the present Chief Executive, Franklin D. Roosevelt, the White House has become the center of attraction for Americans of all races, and a period of social reform has been initiated which has brought about the most active participation of Negroes in the affairs of the Nation since the days of Reconstruction.

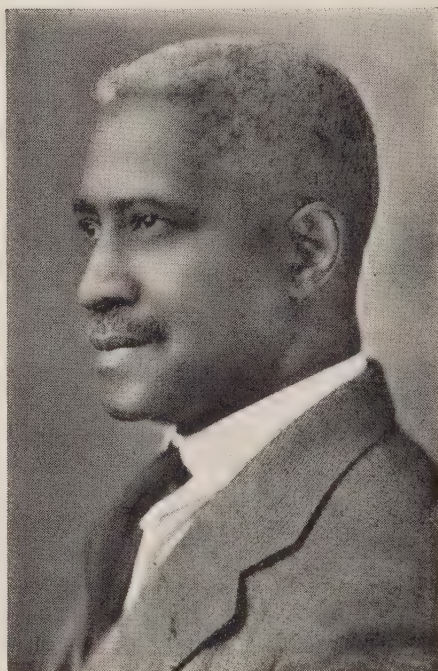
WRITING FOR PROFIT

The National Educational Outlook Among Negroes is desirous of presenting to its readers educational fiction in the form of short stories. It believes that many lessons of lasting value may be taught through this means. There are many educational situations in the classroom, on the playground, in the home and elsewhere which appropriately may be used as background material. We are therefore inviting students, teachers and others interested to send us short stories of the nature described. These short stories should not exceed 1,200 words and should deal with themes which have educational significance. The National Educational Outlook Among Negroes will pay three dollars for each short story submitted and printed in its pages. We reserve all rights to the stories we print. No manuscripts will be returned unless accompanied by return postage and mailing instructions. Send all short stories to the Story Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

Service Has Its Own Rewards

W. H. Fouse, an educational pioneer in Kentucky, recently received a high honor by being elevated to the presidency of the Kentucky Negro Education Association. During his 23 years as principal of Dunbar High School, Lexington, Kentucky, it has not only increased in enrollment from 87 to 525 students, but also become one of the first eight high schools in the South, and the first in Kentucky to qualify for membership in the Southern Association of Colleges and Secondary Schools. His progressive program as president of the K.N.E.A. will include pensioning retired teachers, and bringing about a law to prevent the discrimination in salary schedules based solely on race.

Last June, the University of Cincinnati conferred upon Mr. Fouse the master of arts degree. His thesis, *A History of the Education of the Negroes in Lexington, Ky.*, received such a high rating that it has been placed on the reserve list at that University's Library to serve as a model for style and treatment of this type of historical research. Some of the original features in this thesis include: a mathematical formula for determining the educational interest of a community (the community educational index); a mathematical procedure for determining teacher efficiency; a mathematical expression to reveal the student holding power of high schools during a four year period; a unique treatment of ethnic differ-



W. H. FOUSE

ences, showing their ever recurring and retarding manifestations and how they are kept alive. The University has urged Mr. Fouse to have this thesis published.

Also, last June, the honorary degree of Doctor of Pedagogy was conferred on him by his alma mater, Otterbein College, for his long and distinguished service in public school work. This honor is quite significant since Mr. Fouse is the only Negro that has ever graduated from this institution and the only member of his class (1893) who has ever been awarded an honor-

ary degree by it. During the dedication of the Hanby Memorial, the former home of the lyric poet and author of the ballad "My Darling Nellie Gray," Mr. Fouse had a place on the program along with the Governor of Ohio, the President of Otterbein College, and the City Manager of Westerville, Ohio. It was in the Hanby home, which has been made a national shrine,

that Mr. Fouse studied as a student while in college.

He represented the Lexington Association of Teachers in Colored Schools this year at Detroit in the Representative Assembly of the National Education Association. There are only two other American cities that have qualified to have affiliation with this Association through accredited Negro units.

Improved Rural Life Through The School*

HELEN A. WHITING

A Jeanes supervisor¹ related what a parent asked when she heard of the approaching visit of the assistant state supervisor. The inquiry was: "Is that the person from Atlanta that came down here last year, and taught the teachers to teach the children to sit when they read, and keep their mouths closed?" This rural woman's simple and direct words implied some of the educational principles upon which our guidance program is to operate. The idea was to impress our teachers, avoiding educational jargon, with (1) the naturalness of having the children sit while they read, and (2) the importance of their learning to read silently without lip-movement.

Teaching Better Reading

Convincing evidence led to the formulation of certain fundamental

procedures for teaching people to read. Observation and detailed records of the teaching in the Jeanes counties revealed an alarming frequency of formal oral reading. The children would stand in line and read one after the other, pointing to each word, in a monotonous word-calling fashion. Those who were supposed to be studying at their seats, read constantly with lip-movement. This produced a drowsy murmur throughout the room, as they struggled in an effort to recognize the words. There was absence of desirable seat work for individual pupil practice. Many of the children sat idly by, while the teacher "heard" reading with other groups.

An outline for community study was first distributed with accompanying suggestions for supplementing the teaching on a basis of community life and needs.

*Excerpts from the Records of a Two-Year Experiment.

¹Often called Jeanes teacher.

Original mimeographed reading material on the *Pit Toilet*, *Pure Well Water*, *Protection from Flies*, and *Use of Native Materials*, was sent to the county supervisors for the teachers' and children's use.

It was thought that a different type of schedule should make for improved teaching in the small rural school. Two such schedules were constructed: one for one-teacher schools; another for two-teacher schools. Several copies of each schedule with letter showing their advantages were sent to the Jeanes supervisors of the thirty-six counties under State supervision for their and their teachers' use. This material was further explained during the State supervisor's visits to county meetings. Instead of subject matter fields being in prominence on these schedules, *Reading* took first place and appeared frequently. On the schedule, therefore, was *Reading for Information*—Social Studies (History Phase), or *Reading for Information*—Social Studies (Geography Phase), or *Reading for Information*—(Science), or *Reading for Recreation*—(Literature). Just below each reading activity there was *Seat Work Related to Reading*. These schedules definitely provided longer periods, fewer periods, fewer subjects, and more frequent silent reading. They also allowed more time to be given to the beginner and individual aid to pupils needing it. They also emphasized reading techniques appropriate to the different kinds of content.

The Jeanes supervisors were asked to give these schedules, with neces-

sary modifications, a trial in their county schools, and report the results. The replies showed hearty endorsement and the schedules are becoming more and more useful.

Further study of the *Cumulative Records of Observations* in the counties under supervision resulted in a *circular letter*. This letter called attention to the mimeographed guidance material from our office, and the suggestions for providing worthwhile seat work, home-made paste, and hectograph jelly.

In the spring of 1936 a conference was held for the teachers who were to teach rural education in the one-teacher demonstration school during the summer school. The group agreed to begin the school with a bare room, and demonstrate how to furnish it inexpensively by making box furniture for reading corners, hand-washing and drinking-water facilities. . . .

A work-book was constructed which set up objectives pertaining to pupil and community welfare. Emphasis was placed on fields of interest through approved methods of teaching reading. It also called attention to the health supervision of the children as they worked together, and other desirable study and social habits that are learned simultaneously. These books also provided for student-teacher participation in class room teaching and community-life activities.

The Georgia Curriculum Program

Our Georgia Curriculum Program is for IMPROVEMENT OF CHILD AND COMMUNITY LIFE. It is not how many facts a pupil knows, nor how skilled he

may be in arithmetic or spelling that counts most. Unless mastery of subject matter goes hand in hand with the development of a good substantial character, we as parents and teachers are failing in our main purpose. . . .

A program for the improvement of child and community life impresses upon us the great need for studying our community continuously in terms of the "*Seven Persistent Problems of Living*" as conceived by us. These problems are a kind of frame-work around which our State curriculum is developed, and which lead to the realization of the educational aims. Our aims for the small rural school are not mastery of standardized subject-matter, but rather the adoption of the curriculum to the sociological needs of the community, and the psychological needs of the pupil.

* * *

On the basis of our findings in these communities, the work during 1935 and 1936 centered around three of the "Persistent Problems" in our Georgia Curriculum Program, namely, Health, Earning a Living, and Communication.

The 1936 Summer School at Atlanta University conducted a curriculum seminar for the consideration of these three problems in relation to teaching children in the small Negro rural schools of Georgia. The result of this seminar was a supplementary bulletin or study-guide, with the State curriculum program. Suggestions for study groups, try outs, and laboratories, supplementary environmental reading material, examples of actual teaching done during the year, and unit leads adapted to localities or sections of Georgia, etc., were included in this

bulletin. The 1937 Atlanta University Seminar continued the study of the same three "Persistent Problems" as they are related to Negroes in cities, small towns and rural areas. The study "*Chapel Hill School Needed a Well*" was analyzed in terms of the Georgia Curriculum Program for Child and Community Development.

The new program for the improvement of instruction in the schools of Georgia calls for additional reading material to be made available to the children. Emphasis is being placed on room libraries in the elementary school. The Georgia Congress of Colored Parents and Teachers has been requested to cooperate in this worthwhile movement by taking as its major project for the year the securing of appropriate reading material for the schools. At the annual county teachers' meeting in April each local organization will be asked to report on progress made on this project. The committee has taken the liberty to make special book lists, among which is a specially prepared list of Ten-Cent books.

Even during this short period of supervision, indications have been that some of the lessons of better living as learned and practiced at school are slowly taking hold in the communities.

School-community projects are already under way to improve health conditions in the home. In the experimental schools—Fairplay, Red Oak and Chapel Hill, for example, attempts are being made to use a home or a room in each community as a demonstration centre with the hope that others in these communities will follow the example. The cooking is being taught in some one's real kitchen in these communities. The program is fostering the mending of clothes at school by both boys and girls. A simple score card is devised for checking on the pupils' home activities related

to health, comfort, attractiveness, recreation, etc., to be signed by the parent and returned to the teachers.

Sketches From the Field

From all evidence some of the things done at school spread directly and indirectly to the homes. In the home where I lived, the kitchen had never been sealed, the house had never been screened, neither had there been much of an outhouse. But before spring came, the kitchen was neatly sealed, with curtains at the windows. The house was well screened and a pit toilet very much like those at school was built. Interest in the flowers and gardens was shown. A rose trellis was built just like the one at school. One of the boys in this home had helped to build ours at school.²

* * *

The Demonstration School in Telfair County has made a very good start in a personal inspection corner, individual drinking equipment, and hand washing facilities. (You are reminded here that it was recommended to have the children form in line, and have one appointed to pass the liquid soap shaker, while another follows to pour water over the pupils' hands, rather than use the basin.) The influence of the One-Teacher Demonstration School is reflected in each county school by provision and use of the above named sanitary devices.—Telfair County, *Sketches from The Field*, 1937.

* * *

A very rich white woman who lives

in Atlanta and owns a thirty-five acre farm near County Line School wrote me a letter the other day saying that she would turn the farm over to the school and give \$300.00 to help fix it up and to make a work shop for the boys and a canning plant for the girls. —*DeKalb County*, July, 1937.

* * *

In the little town of Tucker, Georgia, the patrons have built and painted a one-teacher school. There were no desks, as the children had previously gone to school in the church. It happened that the principal of the Tucker High School gave his high school boys the task of making eight small tables and one large library table for the colored school. The children have written a letter to the class in the white school expressing appreciation for the tables.—*DeKalb County*, October, 1936.

* * *

A special feature of the Montgomery County School and Community Day is a contest between the middle and upper grade children on Georgia Facts. This special feature will be carried out in the form of an objective test. Another feature is a Georgia products contest exhibit. Prizes will be awarded the schools which are winners of both contests.—*Sketches From the Field*, Division of Negro Education, Atlanta, 1937.

²Chapel Hill One-Teacher School and Community Experiment. 1935-1936, Division of Negro Education.

EPIGRAMS

1. Tact and diplomacy are still valuable assets regardless of your formal education.
2. At times it is far more advantageous to be tolerant of the opinions of others, and a better listener, than it is to be the better talker.
3. Men and women serve best who live according to their innate abilities supplemented with training and experience, following their best light, putting God and country first and themselves afterwards.

GEORGE W. BLOUNT.

Wheatley Senior Success School

San Antonio, Texas

J. C. COCHRAN

The present enrollment of the Phyllis Wheatley Senior High School is 612. The curriculum consists of the usual academic subjects and courses in beauty culture, band, chorus, vocal music, drawing—architectural and freehand, industrial arts, home making, maid service—personal and house, home economics, laundering, catering, commercial work, vocational Smith-Hughes carpentry, and vocational auto-mechanics, auto-driving, auto-care, and rules for safe driving.

The Success School directs its learning toward orientation, integration, and reconstruction and is accompanied by opportunity for the development of individual talents, interests, and needs. In other words, every child can find in such a program helpful opportunities to develop into a socially desirable individual. This should be the object of all educational institutions maintained by society.

Objectives of School

The objectives of a Success School are: character training through individual development of each child; proper social attitudes and loyalty to self, home, school, community, state, and country; habit formation with these loyalties as basis; appreciation of and desire and love for the good, the true, the beautiful in material and immaterial forms; to cultivate the ability to pass sound

judgments and to make wise decisions; and to develop manipulative skills.

Upon graduation from junior high school prospective pupils are extended a welcome by a student council representative of the Success School. On the following day the students are conducted through the school to inspect the buildings and to observe the activities.

Guidance Program

Guidance, a varied program of activities, freedom of choice of curriculum, curriculum based on pupil ability and aptitude, pupil participation in school management, and freedom of action within the school as a social institution, characterize the Success School. The first step in the guidance program in the Success School is to discover what each pupil is able to do. One week before regular opening of the school the faculty meets to study the records of the incoming class. These records contain the pupils' intelligence quotients, subject grades, health report, attendance record, special abilities, aptitudes, teachers' comments, and all available information concerning home conditions. From the data included in these records a tentative program is made for each pupil. The second important step is to determine what a pupil desires to do. To accomplish this each student is interviewed by

his home-room teacher. An effort is made to learn the subject likes or dislikes of the pupil, his life vocation choice, and his parent's intentions as to his further education. During the interview the varied activity program, including the courses, is explained to each pupil. It is made clear to him that every subject counts equally toward graduation: music as much as mathematics, sewing as much as science, laundering as much as languages; all are valuable in making him *what he wishes to be*—a socially desirable person in the community. In choosing his subjects he is guided by the teachers, and the subject card is sent home for the parent's signature. In case the parent is not pleased with the program a conference of teacher, principal, pupil, and parent is held and a satisfactory program is agreed upon. The pupil is now an integral part of the school, *his school* in which he is going to make himself a better individual, the institution a better school, and the community a better community.

The Teacher's Place

The third factor in the Success School is the teacher. She must motivate, stimulate, encourage continually, keep up interest so that effort will follow, be persistent and

unflagging, so that the child may see in the result of his effort some good which *he* desires for himself, and which is acceptable to society. His home-room teacher is his friend, his guide and counsellor to whom he turns for sympathy. She must be kind, loving, forgiving, yet kindly reproving when the pupil fails to do his best; lavish in praise, but blaming never; sharing his sorrows and increasing his joys. Happiness radiates from such a teacher and is reflected by the pupils. A happy teacher with happy children is a Success School.

Every normal child excels in one or more abilities. The home-room teacher seeks to discover these abilities and to encourage development along these lines. Success brings confidence to a pupil and confidence is a powerful spur to effort. She observes that he likes to draw or letter and encourages this art by placing his work on the bulletin board. She talks to him about the possibilities in cartooning, and lettering, display placards, and sign writing. So she does with every pupil and so does every teacher in the school, seeking for abilities to develop, something to praise in every pupil to the end that he may develop his abilities to the highest.

PHYLLIS WHEATLEY SENIOR HIGH SCHOOL, SAN ANTONIO, TEXAS



This is an objective of the Success School — that each individual shall feel himself a success and have "I can" and "I will" as his life's open sesame.

It is made clear to the pupil that he will fail if he does not put forth his best efforts in every task assigned him; that his work is his individual responsibility dependent entirely upon himself. If he finds that he is unfitted for a subject, he may come to the teacher and talk over his difficulties. Every pupil must take four courses and have five recitations a day. A choice is allowed except in case of English which is required during his whole high school career. The unit division of subject matter is used with a combined contract and supervised study method as a teaching procedure in academic subjects, and the project as the basis of the home economics and industrial arts courses.

Pupil Self-Government

Pupils are allowed the fullest freedom of action. They are asked to obey but one rule: "Do right, absolutely right," as they may see the right, and as society, that maintains the schools for their benefit, has decreed the right. If at any time their actions are at variance with society's decrees, they are disciplined in accordance with society's demands. No disciplinary problems are considered from the personal viewpoint, but are dealt with as infractions against society. The best of feeling prevails and in most cases punishments, which are very rare, are accepted by the pupils with good humored regret or tears of repentance.

A Student Council has charge of

the assemblies and functions largely in the extra-curricular activities of the school. The disciplinary cases are so few that the council has failed to regard them as matters requiring their attention. Every home-room has its organization, pupil officers, and committees, covering social, political, health, and occupational activities. The object being to call the attention of the pupils constantly to the school philosophy of "How to live, how to make a living and how to live agreeably with others." Beside the sports which are under the physical education instructors, there are these organizations: Student Council, Dramatic Club, History Club, Pep Squad, Health Club, Choral Club, Creative Club, and Home-Room Club.

In the Success School there is no disposition to promote children whose achievement is unsatisfactory or to make them believe they are achieving when they are not. On the contrary, the pupil is constantly reminded that only his best efforts should satisfy him and nothing less will be acceptable to the class and the school. Indeed it is unusual that pupils wish credit for work they have not done, and in the two-year experiment of the Success School there have been very few cases of complaint of marks given by teachers. These have become still fewer in the present practice of having pupils mark themselves. It is believed that pupils get valuable character training and wholesome personality growth if they are allowed to mark their cards in character traits. By this means they appraise their own conduct and

train themselves for the problems of life. School in this manner becomes life to them and not a preparation for life.

Pupils Grade Themselves

Each semester the pupil is given a mimeographed card on which he grades himself in character traits and in academic subjects.

When time comes for the grade card to be taken home, the teacher and pupil confer and compare marks. Where these marks differ the differences are discussed, and a satisfactory mark is agreed upon. This mark is sent to the parent.

The practice of sending home monthly grades in academic courses tends to place emphasis on subject matter achievement rather than on character and personality development. Pupils are being trained to think that the school has as its sole objective the memorizing and reciting of text-book material. The pupils' social attitude, initiative, loyalty, honesty, truthfulness, and other social qualities are not taken into account.

A new type of report card that includes character traits is used in the Success School. The shift in emphasis from the mastery of certain essential knowledges and skills to the quality of child living is nec-

essary for proper character development. Emphasizing character traits calls the attention of the child to the importance of these elements of living. Principles and practices of successful living are more important than memory of specific facts.

Of the 663 pupils enrolled during the 1936-1937 session there were 493 in the Industrial and Home Making courses. One hundred twenty-four of these pupils had regular after school and Saturday and Sunday jobs in some aspect of these courses during the school year. In addition to these, other pupils worked at emergency calls for this class of service. Most of the vocational auto mechanic and carpentry boys had employment at some form of these trades; the auto mechanics as chauffeurs and in auto mechanic shops, and the carpentry boys as carpenter helpers on construction jobs in this city and the surrounding towns.

EDITOR'S NOTE: *The Phyllis Wheatley Senior High School building was occupied in September, 1933. Previous to that time the name of the High School in previous buildings was Douglass High School, and in the early nineties, Riverside. Mr. S. J. Sutton has been the High School Principal since 1889, making this his 48th year of distinguished service to the education of Negroes.*

"Increasing professional strength through unity of purpose can come only as more and more of us in education perceive and understand the unique function of our profession in a democracy. We have no justification for our existence unless we can constantly demonstrate progress toward the goal of increasingly intelligent direction, through self-government, of the conditions of life. As social illiteracy is reduced the evils and maladjustments from which we suffer will gradually disappear and the ideal of democracy as a richer and fuller life for all will be in part achieved."—J. W. STUDEBAKER (Commissioner of Education).

(From speech at General Session, National Education Association, Detroit, Michigan—June 29, 1937)

On the Teaching of Demonstrative Plane Geometry Without a Textbook

CAROLINE C. CALLOWAY

Teaching without textbooks is a procedure to be followed only with certain subjects and under special conditions. This method of procedure is highly recommended with demonstrative plane geometry.

The reasons for teaching without a textbook are: first, lack of textbooks; second, this method develops critical thinking by minimizing misuse of memory; third, it makes possible the retention of pupil interest by offering the possibility of variation in methods; and fourth, it eliminates the necessity of reteaching and correction of bad memory habits.

Experiment Procedure

This method of teaching without a textbook has long interested the writer because of its possibility of developing critical thinking and of curtailing the misuse of memory. The opportunity presented itself in the fall of 1936. Two classes of tenth grade pupils, of 41 and 37 pupils each, were used the first semester in the first part of plane geometry. The second semester another class of 39 pupils of the tenth grade was used in the first part of plane geometry. The first two classes were taught without use of textbooks for an entire semester, the third class was taught by the method for only nine weeks. The shorter period was used with the second semester group for the purpose of comparison.

Mimeographed sheets containing exercises (unproved propositions stated as exercises) were issued to the pupils from day to day. The exercises were explained and the children prepared for the new work. Explanations were given and propositions developed by the pupils with the aid of the teacher. Notebooks were kept.

The first few days the writer proceeded in the usual manner in introducing the subject and in acquainting the pupils with new terms and ideas. The definitions were written on the blackboard first and then in the notebooks. New words were spelled and used, and numerous illustrations and exercises given. A sheet of exercises on angles was issued. Exercises on kinds of angles, such as: "What kind of angle do the hands of a clock make at 2:30 o'clock, at 6, at 3, at 2:45?" were given for complementary and supplementary angles. Then pupils were given a sheet of axioms, with exercises. The axioms were discussed and illustrated. Finally, the vertical angle was presented not as the first proposition, but only as an exercise. Immediately after developing an exercise which eventuated into a proposition, it was given special recognition and the pupils were instructed to use this exercise as a theorem.

By this procedure, the congruence theorems were proved by construc-

tion only (the same procedure as used when teaching with a textbook). It was found that the idea of superposition is understood by pupils quicker than the other methods and that they wanted to use it for everything, therefore, it was not presented until the second semester. The sheets of exercises on congruence of triangles are graded from the easy to the more difficult ones. The brighter children worked three sheets of exercises, thirty-five in all, while the duller pupils only completed the first page. The rest of the subjects were treated similarly, the proposition, then the exercises, proceeding from the easy to the difficult.

These sheets formed a part of the notebooks, the worked propositions and exercises, definitions and explanations the remainder. At the end of the semester each child had his own personally compiled textbook and a feeling of pride of accomplishment and ownership.

Recitations were conducted similar to the method of teaching with textbooks. The sheets were passed out, and the new subject explained. Some pupil would draw the figure and then the possibilities as to whether or not it met the conditions were discussed. The hypothesis and conclusion were drawn and the work analyzed and proved through suggestions of the pupils, whenever possible. New work was assigned and hints and brief explanations given as necessary. Then the prepared work was taken up, using whatever method the teacher had found successful. Written tests were given whenever necessary and when-

ever a topic was completed.

The first two classes were issued textbooks the beginning of the second semester, though they did not want them. The writer was anxious to see if there were any advantages in this procedure and if there were none, to discontinue its use. The third class was issued textbooks the tenth week, because these students would find themselves with another teacher for Part II and the writer thought it best to acquaint the pupils with the use of a textbook early. The writer regrets she did not delay the issuance of textbooks until the twelfth week.

Results of the Experiment

The results of the experiment of teaching without textbooks were as follows:

1. The students developed the power of inductive and deductive reasoning quicker, because of lack of the handicap of proofs to memorize and lack of emphasis placed on those proofs, as is done for the beginner in plane geometry.
2. Memory was reduced to a minimum.
3. Pupils showed definite preference for exercises over propositions.
4. Pupils kept notebooks with pride and care.
5. Pupils looked forward eagerly to receiving the new sheets.
6. Teaching became more interesting, because the uphill struggle against improper use of memorization was absent.
7. There were no losses of textbooks to hinder the pupils and the teacher, and to worry the parents.

8. It was easier for the duller student to grasp the subject matter.
9. A larger percentage of pupils passed.
10. It was found that nine weeks is not long enough to develop inductive and deductive reasoning on the part of the average student, and the below average student.
11. Pupils developed the power of reasoning with memory as an aid rather than a substitute.
12. The second class received nine pupils taught during the first semester by a teacher who was not conducting this experiment the first semester. These nine were victims of misused memory of proofs of propositions, fear of exercises, and lack of quick comprehension. Although it may not be wholly attributable to the teaching method, the contrast was marked between these nine and the original members of the class.
13. Some of the weaker students became memorization addicts after a few weeks of the second semester. The carry-over was not permanent.
14. This method of teaching required more activity on the part of the teacher.
15. While valuable, it was found that the method of teaching was no panacea for all ills.

Recommendations

This method of teaching is recommended for teachers (1) who are confronted with inadequate funds for textbooks on the part of the school administration or parents; (2) who want to prepare a group of students for college, or further work in mathematics; and (3) who wish to develop the students through the teaching of demonstrative plane geometry. It is further recommended to that teacher, full of activity and initiative, who wishes to change his method of teaching and desires to challenge the misuse of memory. This procedure is far easier to use in obtaining results than by lazily teaching with a textbook and having to unteach, then to reteach.

The School Chorus

A Benefit or Detriment to Musical Learning?

JOHN W. WORK

The chorus is the principal musical activity in most schools. In many schools it is the only medium through which students may participate in guided musical experience. In view of the traditional attitude of boards of education toward expenditures for the music program this is not difficult to explain in-

asmuch as the expense involved in organizing a chorus is considerably less than that of any other musical unit. Occupying, as it does, the strategic place in the music program, the chorus demands close scrutiny of its values so that those interested in the vitalizing of musical learning in our schools may place the proper estimate upon them.

Musical Development Through Chorus

It could not be argued otherwise that, potentially, the chorus offers greater opportunities for the musical development of the student than any other school activity. The reasons for this high evaluation are readily apparent. One of the most valuable educational features of the chorus is its democratic membership. Other musical groups require some specialized skill for membership, usually based upon years of training, thus limiting to a considerable degree the number of students eligible. But the chorus, on the contrary, is made up normally of all students who have ability at singing, and the love of singing—the most universal of musical faculties.

In addition to the greater opportunity for participation in its unique values, the chorus achieves one of the principal objectives of education—socialization. In all educational thought emphasis is placed upon the need of socializing the student. Activities which foster or provide for its development immediately establish their importance. What activity in the entire school program can socialize the student more effectively than the chorus, merging individual ability in mass effort as it does, teaching the student to use his personal musical equipment in an enterprise productive of group results?

Fundamental Values of Chorus

The chorus offers to the educational program three fundamental values. First, it provides the student with opportunities for cultural

growth in the intimate association with the works of the master composers. Second, it develops musical skills such as reading and mastery of the musical score. Third, it develops an interest in an activity which may carry-over into similar community activities after the student has left school. These values, properly defined and discussed, would require considerably more space than is allowed in this article. They are sufficiently obvious, however, to contribute to this argument by their bare statement. The three values just mentioned must be recognized as potential values only. They are values which the chorus should offer but which accrue to the member of the chorus only when the conductor, principal, superintendent, or school board has sufficient vision to provide them. Too often they are absent.

Harmful Features of Chorus

In many systems the music program is limited to a great degree. Sometimes this is due to rigid restrictions in the school budget. Other times it is due to unsympathetic attitudes toward music by the superintendent or board of education. In practically all such systems, the chorus serves as the solution to the situation. It can be the least expensive of any musical routine. Then again, to the superintendent who assigns little academic status to music in the educational program, the simple formation of a chorus is a palliative to the community demand for some music activity in the schools. Both of these situations are likely to lessen the potential values of the chorus considerably

and they invite evils which defeat the fundamental aims of musical instruction.

What are some of these evils? One of the most deplorable of these is the improper handling of immature voices by conductors with inadequate training. This often leads to permanent injury. The conductor of a school chorus needs to be a specialist. Too often she is primarily employed as a teacher of another subject. Another unfortunate result is the one-program chorus. This is the chorus organized to sing two or three showy pieces for fond parents and the school board on Commencement Day. An entire year of wholesome musical experience with the works of Bach, Mendelssohn, Coleridge-Taylor, or Dett is thus needlessly sacrificed. A third evil is the excessive rote-singing to which these choruses are subjected. Without dispute, rote-singing is an important device for aiding the music-learning process. But, when the conductor of the chorus buys one copy of a piece of music through want of funds to buy more and must resort to teaching this composition by rote, it becomes an unmixed evil. It deprives the singers of one of the chief values the chorus can offer—the acquisition of reading skill. In addition it makes the choral practice period an oppressively boring ordeal. Each singer deserves an individual copy of the music if the choral period is to be a learning situation.

Chorus One Phase of Musical Education

In spite of its potential value, the chorus in no sense can serve in

place of the band, orchestra, or courses in music study. The orchestra has assumed such importance in America's musical life that a student-acquaintance with it has become necessary in order to obtain an adequate understanding and appreciation of the music everyone is surrounded with today. Any school program which fails to include some orchestral experience is a defective one. Even where the size of the school makes the maintenance of an orchestra impracticable, a course in music appreciation through wisely selected phonograph records may provide some knowledge of orchestral technique, and afford listening experience with great orchestral music. Every secondary school and college should offer classroom study of some phase of music. The chorus should enhance these projects. It cannot substitute for them.

Importance of Spirituals

A comment on the Negro spiritual here seems appropriate. One prominent educator remarks that the spiritual should be preserved—from the school-chorus. Surely, much of the apathy among Negroes toward the spiritual is due to the unfortunate interpretation given it by many school choruses. The current beliefs that all Negroes can sing spirituals well, and that all Negroes should sing them are both erroneous and ridiculous. It is clearly an error to assume that urban Negroes, far removed by time and the concourse of events which evolved the spirituals, can instinctively and instantly catch their spirit and interpret them creditably. These factors do not justify the

lack of proper appreciation for them which many Negroes show, but they do partly explain the poor performance of the spirituals that most school audiences are familiar with.

At once, there is imposed on the conductor who wishes to include spirituals on her program the task of offering to the chorus an interpretation as dignified and as much in keeping with sound musical principles as she offers for other standard compositions. At the same time this interpretation must be authentic. The success of the rendition of spirituals depends upon the conductor much more than upon the chorus. Their "singableness" makes them available for any chorus whether it be a Negro or white. All conductors cannot interpret spirituals successfully. This need not be a reflection on their musicianship. It has been unfair to the music teachers and unfortunate for the students that all music teachers in the South are required to teach them. It is, definitely poor educational policy to restrict the music teacher to the performance of spirituals or songs of the folk-song variety.

Responsibility for Chorus

Many of the musical ills traceable to the chorus may be laid to the

door of the superintendent or the board of education, but the blame for a large number of them unquestionably must be assumed by the music supervisor and the music teacher. In order for the chorus to be an asset to music education it is necessary that the music teacher recognize important responsibilities to her choristers. In her chorus training she is definitely obligated to foster the appreciation of good music; to protect the student's voice; to give the student a reasonable amount of intimate acquaintance with the standard choral literature of the world; and to give the student the opportunity of developing such skills as may be transferred to the community musical activities—the church choir, the independent chorus, glee club, or orchestra. Failure to recognize any one of these responsibilities impairs the value of the chorus.

Music should not be a mere garnish to the curriculum. It should be a vital and integral part of any educational scheme which aims at an all-around development of the student. But its various projects must justify themselves in order to qualify as legitimate units in the school program.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

SHALL I BE A ?

Life is an arrow — therefore you must know
What mark to aim at, how to use the bow
Then draw it to the head and let it go.

HENRY VAN DYKE

MY DEAR NIECE:

I was pleased to hear from you saying that you liked the things that we sent you for school and that you will "not be needing anything else for a long time." That was good news. However, before I'd finished reading your letter I almost wished that you were asking for a new "bonnet" or a sweater, rather than my advice on the question,

SHALL I BE A SECRETARY?

Perhaps I can best advise you by asking you some questions. For instance, What makes you think you would like to be a secretary? What have you read concerning this vocation? What are your (secretarial) assets and liabilities; your abilities and special aptitudes, as well as your ambition and interests?

The secretarial profession is an ancient one — we have proof that it is at least 3,000 years old. The working tools of the secretary have changed markedly from clay tablets, papyrus, and parchment, to the typewritten pages of today, but the nature of the secretary's tasks are primarily the same.

The requirements of the modern secretary's job are varied. Aside from having a thorough knowledge of shorthand, typewriting, spelling, letter writing, grammar, etc., in some positions specialized knowledge of the trade or profession are required.

However, as important as are these accomplishments, almost anyone can duplicate mechanical skill and efficiency. But, the secretary who attains advancement and success is the one who possesses certain intangible qualities which are indispensable to the smooth operation of a business or office. He has the ability to plan and think ahead; he can take care of the affairs of the office in the absence of his employer, and he can see "eye to eye" with him to the extent of being able to answer letters or represent him when his employer is away. The secretary must possess tact and courtesy, accuracy, adaptability and flexibility. There are certain cultural characteristics, such as a pleasing voice, ease in conversation, and good taste in clothes, which are "part and parcel" of this profession. Long hours, occasionally without lunch or dinner, are often the lot of a secretary. Therefore, good health and steady nerves are assets worth considering.

So I find myself back where I was a few minutes ago and I repeat: Do

you think the secretarial field is the most interesting occupation you could enter? Why? Do you have sufficient information about the work to decide upon it as your vocation? Would you be happy in following it all your life? Have you investigated the possibilities for employment and opportunities for advancement?

If you can answer these questions to your own satisfaction, you will not need my advice. For to succeed, your vocation must have the consent of head, heart, and hand. Are they in *rapport*?

To assist you in your further planning and thinking, I am enclosing a list of references in the field of your interest, which you may want to read (see below). You will find it worthwhile to KNOW the occupation to which you plan to devote your life.

And now, I am wondering if I have really been of any assistance to you. I hope so. But no matter what vocation you choose, you will always have my interest and best wishes. You and the boys need not hesitate to bring your problems to

Your devoted

AUNT KAY.

1. Fryer, Douglas. Vocational Self-guidance (J. B. Lippincott Company, Philadelphia. 1925. 385 pages).
2. Kiltson, Harry D. The Psychology of Vocational Adjustment (J. B. Lippincott Company, Philadelphia. 1925. 274 pages).
3. Filene, Catherine, ed. Careers for Women. (Houghton-Mifflin Company, New York. 1920. 576 pages.)
4. Strang, Ruth. Personal Development and Guidance in College and Secondary School. (Harper & Brothers, New York. 1934. 342 pages.)
5. ———. The role of the Teacher in Personnel Work. (Teachers College, Columbia University. 1932. 332 pages.)

Minimum Science Requirements in Negro Liberal Arts Colleges

B. T. HARVEY

The greatest cause of change in our modern civilization is invention resulting from the application of scientific principles and theories, which in turn have been derived from the experimental study of the causal relations of Matter and Energy. In view of this, it has been most interesting and enlightening to study the catalogues of the 36 Negro colleges accredited by the Southern Association of Colleges and Secondary Schools, to ascertain the minimum science requirements for a liberal arts degree, for students not majoring in science.

Entrance Requirements

As a background for a complete understanding of the requirements, we must first study the science requirements for entrance to the freshman class. All except three of the colleges require 1 unit of science. In the high schools this means, in over 90% of the cases, a year of general science with few demonstrations and practically no laboratory work; or a year of civic biology which most likely is a glorified nature study course, limited by the teachers' knowledge of local plant and animal life. In a great many

cases one or both classes are taught by a teacher whose college major was French, English, or history. This inadequate high school science training makes a problem of uprooting much misinformation, poor concepts and faulty laboratory techniques among students who elect freshman chemistry.

Graduation Requirements

There are three distinct policies respecting the minimum science requirements for college graduation:

1. The requirement of one year of natural science, to be chosen from Chemistry, Physics or Biology. The maximum being 2 years in either one or two subjects.

2. The requirement of one year of Biology.

3. The requirement of one year in either an introductory or survey course in science; $\frac{1}{2}$ year of physical science, including astronomy, geology, chemistry or physics; $\frac{1}{2}$ year of biological sciences, including botany, bacteria, invertebrates, the coming of man, and human inheritance.

It is most interesting to note that every school requires two years of a foreign language, either French or German. It is difficult to understand why a foreign language is more useful to a college graduate than a knowledge of the principles and facts by which his every contact during life must be governed. A number of the stated requirements reflect the influence of white schools from which many of the teachers have received advanced degrees.

It seems that those colleges which require one year of science and

leave it to the student to choose physics, chemistry or biology are on the right track. They apparently realize the importance of the three subjects, but as their educational programs called for one year of science they leave to the student the task of making a choice. So many subjects have been crowded into the college curriculum during the last twenty years that the college administrator deserves sympathy who tries to crowd all the essential courses for a Bachelor of Arts degree in four years with fewer hours of classroom work. It is hoped that some bold adventurer will require another year or more of undergraduate work to relieve this situation. Recognition of the lack of preparation is seen in the increasing number of schools requiring two years for a Master's degree, the establishment of post-graduate schools, seminars and clinics in the various fields.

Need of Personnel Study

One approach to a solution of some of the difficulty would be increased study of the background of students, a study of their need of fundamental scientific knowledge, and a consideration of ways and means of realizing the aims, objectives, and purposes which are so easily stated but so difficult to attain. An example of the meager background of the students may be seen in the fact that 95 to 99 per cent of the students replying to a questionnaire in a survey science course had never been through a manufacturing plant nor been employed in any capacity where scientific knowledge was necessary. Be-

cause so few of the college administrators have had training in the sciences, frequently they do not appreciate the value of science to the average person in a scientific civilization. It is believed that much would be gained by requiring of every student a minimum of two years of science for the Bachelor of Arts degree. In addition it should be possible for students to do extra work that may serve as the beginning courses for those majoring in chemistry, physics, or biology. One

year should be devoted to a course in Matter and Energy, the first semester of which would be a fusion of physics and chemistry and presenting the fundamental nature of Matter and Energy, in such a manner as to serve as a background for an analysis, during the second semester, of things and events of daily life in terms of those fundamentals. Results achieved by the writer through the use of such methods as here outlined have been gratifying to both students and teacher.

We Face Reality in Detroit

LLOYD M. COFER

Dynamic Detroit. One hears this expression on many tongues as he travels around Detroit, and rightly so. The whole life of this city is tied up with things that move. Sixty-five per cent of all the people who are gainfully employed in Detroit are engaged in some industry that is connected with the making of an automobile. So it can easily be seen that as the automobile industry goes, so goes Detroit.

The Job of Counselling

This makes the job of being a vocational counsellor in the public school system of Detroit one of the most interesting and challenging positions that can be found anywhere in the country. It is impossible for one to stagnate in such a situation. The counsellor faces the responsibility of advising with both Negro and white children. The counselling of white children pre-

sents no difficult problem, as one uses the accepted techniques of vocational guidance mixed with a little common sense. The counselling of Negro children presents an entirely different situation. First, one must take the scientific methods of vocational guidance and use them to help the student choose his life work. Second, he will find it necessary to engage in a fight to break down the occupational barriers, raised against all Negroes, in many of the occupations. We in Detroit are face to face with many of the prejudices and discriminations that confront Negroes in the South and other sections of the country. In most cases, the door of opportunity is closed. Although the vast majority of Negroes in Detroit are employed in the various automobile plants, practically none are engaged in the skilled trades. The few that

are so engaged are employed exclusively at the Ford plant.

Finding New Opportunities

During the past summer, it was my privilege to inaugurate a program under the combined sponsorship of the Detroit Urban League and the Board of Education, which attempted to find new opportunities for Negro youths. We attempted, among many other things, to encourage the employment of Negroes, and the placement of Negro youths in the apprenticeship training programs for the skilled trades, in the various plants. It is these two aspects that I wish to discuss. Employers fall into three broad categories: (1) Those who hire Negroes and are willing to give them an opportunity to show their worth. (2) Those who hire white employees and have given the question of engaging Negroes little or no consideration. (3) Those who have definite ideas regarding Negro employees and will not hire them because of various prejudices.

The first group presents no problem. The second can be shown the light. This summer I worked out of the Guidance and Placement Department of the Detroit Board of Education. Into this office, even in the slow summer months, came many calls from employers seeking qualified help. In practically every case the employer had in mind the type of individual he desired. He stated age, weight, height, experience, personality and appearance qualifications. In the majority of cases the question of race is not mentioned and the average placement counsel-



Division of Visual Education, Detroit Board of Education

STUDENT AT WORK IN MACHINE SHOP, MILLER HIGH SCHOOL, DETROIT, MICHIGAN

lor takes it for granted that the employer desires a white boy. I will admit, in many cases the counsellor is already conversant with the type of boy desired, from previous contact with the employer. In an equal number of cases, however, this is not true. The ideal situation would be for the counsellor to send a boy, who meets the requirements, to a position, whether he is a Negro or a white boy. But I presume in these times as in others we never attain an ideal, we merely approach it. I felt that we should apply the

"speed up system" to this approach and that every employer who did not specifically ask for a white boy should be asked to accept the best qualified boy we had whether he be a Negro or a white boy. I prevailed upon some of my associates to try this approach and used it in every case myself. The results were not as favorable as one might expect, but we did manage to secure a few positions. In one case the employer refused to consider a Negro when I first approached him, but three weeks later he called and asked for a Negro boy. The seed, if sown in a receptive mind, cultivated with tact, and watered with sound reasoning, will blossom forth as a new opportunity for some Negro youth.

With the third group of employers, those with definite prejudices, probably due to lack of understanding of the Negro, a campaign of education and contact with Negroes will have to be undertaken. This is going to be a slow process and the results will not be as favorable as with the other groups.

Opening Apprentice Program

The apprentice training program is a much harder nut to crack. There are so many angles to this situation that we had to chart our course cautiously and constantly to re-chart it in the face of changing conditions. The initial step was to go carefully through the files of our recent Negro high school graduates, who were eighteen years of age or more as required by the apprentice law, and pick out those who by training and intellectual proficiency might make good apprentices. This entire group of about forty-five

were interviewed and finally seven young men who we felt were qualified from every point of view were selected to be those whom we would try to "sell" to the various industries. It was felt that the idea of "selling" INDIVIDUALS rather than the RACE would have the most efficacious results.

Executives in charge of apprentice training and industrial relations of various plants in Detroit were visited but the results were always the same. They contended that, although the companies had no prejudices toward Negroes, it would be impossible to admit Negro boys into their apprentice training programs. These men maintained that after these boys were trained, the skilled white craftsman would refuse to work with them. After meeting this same rebuff on every hand we came to feel that nothing was to be accomplished with the employer by this method of attack.

Assistance of Labor Unions

We then turned to the labor unions, as spokesmen for labor, to determine whether the position as taken by the employer was tenable. We found that certain of the craft unions affiliated with the A. F. of L. were closed to Negroes but that the unions affiliated with the C.I.O., such as the United Automobile Workers of America, were amenable to having Negroes in the skilled occupations. Now it so happens that the U.A.W. and the C.I.O., from all appearances, are beginning to become very strong in a majority of the Detroit plants and are very anxious to have the mass of Negroes employed in these plants join their

organization. We pointed out to the U.A.W. officials that here was a splendid opportunity for them to convince the Negro people of the sincerity of their program, as it concerns them. We told them that opening the door of skilled trades to Negroes would do more good than all the speeches they could make or organizers they could hire. We think these union officials see the light. They promise to place our seven young men in apprentice training programs within the next few weeks, as soon as the industry is moving at its normal rate of pro-

duction. We are not stopping with this promise, however. We are giving our assistance in many ways to help the unions fulfil their promise.

The events of the next few weeks will have an important bearing not only upon Negro labor in Detroit, but its effects will be felt upon Negro labor throughout America. We have faced reality here in Detroit and have had the courage to take the "bull by the horns" and are utilizing whatever methods and approaches appear to be the most logical and effective. The fight is on, let the chips fall where they will.

Let every man be occupied, and occupied in the highest employment of which his nature is capable, and die with the consciousness that he has done his best.

—SYDNEY SMITH.

DEFINITIONS OF REAL TEACHING

There cannot be real teaching going on unless the attention of the entire class is gotten. There are many ways to get and hold the attention of your pupils. When you get and hold the attention of your pupils you are really teaching.

No teacher is satisfied with the work her or his pupils are doing. They can always do better. Doing better will not hurt them but will give them a character advantage which will be quite beneficial in their later lives.

Progressive teaching develops the *whole* school. Developing the *whole* school means developing the *whole* community. *Real Teaching* is always progressive.

The conduct of the classroom is no longer fixed. It is life-like, enthusiastically creative—demanding everything that the teacher has. How could you be teaching otherwise?

One of the aims of *Real Teaching* is to arouse the pupils' curiosity about worth-while things. This curiosity leads to thinking. This thinking leads to questioning. This questioning leads to the acquisition of knowledge.

RUSSELL LANE.

International Education

DR. CHARLES H. THOMPSON
ATTENDS WORLD
FEDERATION



DR. AND MRS. CHARLES H. THOMPSON

Dr. Charles H. Thompson, editor of the *Journal of Negro Education* and Professor of Education at Howard University, together with his wife, attended the conference of the World Federation of Education Associations which met in Tokyo, Japan, August 2-7. He was a delegate of the National Education Association, and a voting delegate of the American Federation of Teachers. The conference was attended by about one thousand foreign delegates, in addition to those from Japan, and a party of 400 Americans, six of whom were Negroes. This was the largest delegation of Negroes from this country ever to attend a meeting of the Federation.

Dr. Thompson, who also attended the 1935 conference of the Federation at Oxford, England, felt that the greatest contribution of the conference this year was the bringing together of educators from between 35 and 40 different countries to exchange views and practices in the general field of education. In his visits to various parts of Japan, he was impressed with the extent to which it was Westernized. This process of becoming Westernized does not involve a scrapping of their culture, Dr. Thompson observed, as very often the Japanese would adopt Western forms of attire during the business hours but at night would put on kimonos and other outward aspects of their oriental culture. Another significant observation was the absence of indications of prejudice towards Negroes, whom the Japanese often mistook for natives of India, since they seldom see Negroes in their country.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

EDUCATIONAL NEWS AND EVENTS

Admitted

Attorney J. Flipper Derricotte was admitted to the Bar of the U. S. Supreme Court in Washington on October 4, 1937. Attorney Derricotte, who lives in Washington, D. C., is a graduate of Howard University College and Law School and in addition to his legal practice is a professor in the Robert M. Terrell School of Law.

Invited

R. Nathaniel Dett, director of music at Bennett College, is one of a group of five composers that have been invited by the Columbia Composers Guild of the Columbia Broadcasting System "to write in whatever form they please" music which they believe is specially adapted to broadcasting. The new music will be performed in an evening series over the WABC network next summer. Last summer William Grant Still, another outstanding Negro composer, was one of a group extended a similar invitation by the Guild. His composition "Lenox Avenue" was enthusiastically received by radio listeners all over the country.

Conferences

● A Regional Conference on Elementary School Problems was held at Miner Teachers College, Washington, D. C., October 23. The theme of the Conference was "Meet-

ing the Needs of the Elementary School Child in the Changing Social Order." The Conference was attended by teachers and officials from the District of Columbia and neighboring states. A Regional Conference for Junior High School Teachers and Officers will be held at Miner Teachers College, March 26, 1938.

● The Association of Colleges and Secondary Schools for Negroes will meet in New Orleans, December 9-10. The general theme of the meeting this year is "Moral, Esthetic, Social, and Religious Problems of Negro Youth." Dean V. E. Daniel, of Wiley College, is President of this Association.

● The Conference of Presidents of Negro Land Grant Colleges will meet in Washington, D. C., on November 15-17 at Howard University. The two themes of the Conference are: "Revised Curricula of the Land Grant Colleges to Meet the Needs of Negroes," and "Soil Conservation, Land Utilization, and Tenancy." President M. F. Whittaker of South Carolina State A & M College is president of the Conference, and President R. B. Atwood, of Kentucky State Industrial College, is Secretary.

Creative Dance Group

Hampton Institute's Creative Dance Group began its first northern tour on November 9. The pro-

gram on the tour covers a wide range of subjects and offers a variety of entertainments in modern, character, and folk dances. It will have many African dances which have been arranged by the students of the physical education department. The Group consists of 40 young men and women and is under the direction of Charles H. Williams and Mrs. Charlotte Moton Kennedy.

Educational Program

Several hundred thousand dollars for educational programs will be allotted to the 131 Negro CCC companies, affecting approximately 30,000 Negro enrollees. The curricula of these "little schoolhouses" on the camp sites will be supervised by the Negro educational advisers. Reserve officers and technical staffs of the camps, supplemented by local teachers from nearby colleges, make up a faculty of over 1,400 persons in these Negro CCC camps. Regular vocational and academic classes are to be initiated and taught under the present plans with a minimum of 10 hours' instruction each week. The present CCC program will include also athletic and other leisure time and recreational activities properly organized and supervised by officials of the camps.

New Publications

Some recent publications of the Office of Education of the U. S. Department of the Interior are: *An Annotated Bibliography on the Education and Psychology of Exceptional Children*, pamphlet number 71 (10c), has 42 pages of annotated references for those active or inter-

ested in the education of exceptional children; *Status of Rural-School Supervision in the United States in 1935-36*, pamphlet number 72 (10c), gives interesting information to those interested in this subject; *Safety and Health of the School Child*, pamphlet number 75 (10c), subtitled "A Self-Survey of School Conditions and Activities" provides teachers and principals with a simple method for measuring the provisions made in their schools for child health and safety; *Insurance and Annuity Plans for College Staffs*, bulletin 1937, number 5 (10c), describes and compares the various insurance and annuity plans suitable for college staffs, determines to what extent these devices have been used by colleges, including those for Negroes, and indicates the principal features of the plans or systems that seem best for adoption by colleges. These publications are for sale by the Superintendent of Documents, Washington, D. C.

Diplomate

Successful in passing three national examinations was Dr. Henry Rutherford Butler of Atlanta, Ga. who was made a Diplomate in Medicine by the National Board of Medical Examiners. As a result of this achievement, and upon the presentation of his record of medical and social service he was recently awarded a one-year fellowship for advanced medical study and research in London. His specialty is diagnosis and internal medicine. Dr. Butler is a graduate of Atlanta and Harvard Universities.

COLLEGE ACTIVITIES

Courses in simple conversational French are being offered this year in the entire primary department of the Atlanta University Laboratory School. According to the instructor, Mrs. Vashti Cook, the pupils are at the proper age for beginning the study of a foreign language. The Oral method is employed, consisting of French games, stories, vocabulary exercises, and songs. In addition to the linguistic side of the work, French culture and civilization are also stressed.

* * *

The first unit of Dillard University's "History of the Negro in New Orleans" was completed recently. This study, sponsored by the department of history in collaboration with the WPA, has operated under the joint direction of Mr. L. D. Reddick and Dean Horace M. Bond. Certain data unearthed should stimulate a wide interest among students of Negro History prior to the Civil War.

During October, the seminar-conference on the education of the American Negro and the South African Native convened at Hampton Institute. This was the fourth conference on the education of minority peoples to be sponsored by the Carnegie Corporation and the General Education Board. The meetings were attended by a large group of officials who are directing education in Africa and in the United States.

* * *

The Tuskegee Institute Choir has begun a series of radio broadcasts. Their programs may be heard every Sunday from 1:30 to 2:00 P. M., E. S. T., over the stations affiliated with the National Broadcasting Company.

EDITOR'S NOTE: *We should like to include news of the activities of all schools, colleges and universities devoted to the education of Negroes. We invite them to send us news items for publication.*

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

Opportunities for the Negro in Chemistry

"The professional activity of the Negro in chemistry has been dishearteningly small," writes young Dr. N. O. Calloway, assistant professor of chemistry at Fisk University, in the October, 1937, issue of *Opportunity*. He states that only a

few institutions encourage individuals "to develop breadth and depth in the chosen field." "It is particularly disheartening to note that our technical and industrial schools have amazingly weak chemistry organizations from the standpoint of facilities and few of them have acceptable majors in chemistry at the

present time," continues Dr. Callo-way. Stressing the point that "the Negro cannot afford to ignore the expansion of chemistry," he opines that "the biggest opportunity lies in chemical manufacturing by Negroes," and emphasizes the point that "the professional efforts of a Negro in chemistry are accepted with the same critical and impartial judgment that is accorded the work of any other."

Our Aimless Business Education

Dr. V. V. Oak, professor in the school of commerce at the North Carolina College for Negroes, presents, in the September, 1937, issue of *The Crisis*, the results of a three year study to determine the causes of the failure of young Negroes with "so-called business training." He makes several suggestions to educators and business men. These include:

(1) "Negro educators and leaders must realize that, under our present economic organization, the Negro has no opportunity in the near future in industries which require huge capital, skilled labor-supply, and specialized knowledge of management. His main chance of success is limited to retail business in the necessities and other similar enterprises."

(2) "The status of the present business departments should be improved by securing well-trained men to take their profession seriously; by close cooperation with other Negro institutions; by abolishing courses and departments that cannot be justified on the ground of need, sound economics, or social ef-

ficiency; by starting research studies."

(3) "An annual conference of the heads of business departments and others primarily interested in Negro business should be held in order to develop a definite policy in business education for Negroes, to standardize certain courses, to determine the requirements for graduation."

The Force of Fear

"Who among us has not experienced fear?" asks Everett S. Rademacher in *Hygeia* for October, 1937. He states that "Fears in children result from a cause, and often a cause that is not obvious." He does give, however, such things as threats by parents, overprotectiveness, fear reactions of parents, and rifts between parents, as being causes of children's fears, along with the "common fear of going to school." Mr. Rademacher cautions that "the fear states of children should not be taken too lightly. Fear in a child is often the forerunner of later adult fears. The continued presence of fear leads to an undermined self confidence, and hence the child cannot even use his real abilities to help himself advance."

The Rural School's Appearance

"A topic which greatly influences the community's idea of a teacher's efficiency" is this article by Florence Hale in the October, 1937, issue of *The Grade Teacher*. Miss Hale, the editor of this magazine, states that "the appearance of the school grounds and of the outside of the building is of great importance." "A teacher is fortunate if the school ground has enough space for a good

lawn and a flower garden as well as room for the children to play. But even if most of the space has to be used for a playground the school yard need not be used as a dumping ground for banana and orange peels, stray paper bags, bits of old furniture, and similar rubbish." In reference to the school flag Miss Hale states that "I am always very favorably impressed when visiting a school to see our country's flag floating from a suitable flag-pole. The teaching of the respect due the flag affords an opportunity to cultivate the very tap root of good citizenship which is the sentiment of patriotism." Her observations about the entrance hall include, "Some teachers, although their schoolrooms are kept fairly clean, seem entirely to disregard the entrance hall. I know of no more dreary sight than a rural school entry where sticks of firewood, old dustpans, rusted wash basins, old dustcloths, and other discarded impedimenta occupy an honored place. The entrance hall of the school-house should bear the same relationship to the school that the hallway of a good citizen bears to his home."

Are We Vulnerable?

This question is raised by Charles M. Dennis, in the first fall issue of the *Music Educators Journal*, September, 1937, in discussing the relation of the private music teacher to the public schools, in his opposition to some of its music activities. Other questions raised by Mr. Dennis are: "Has school music expanded beyond its proper sphere? Are we doing things not strictly educational, but rather on the side of

commercial entertainment? In our zeal to make all the people musical and provide equality of musical opportunity, have we trespassed upon the private teacher's field and seriously restricted his ability to provide a livelihood for himself and family? Have we failed in sympathy toward those whose work we have supplanted in the community?" "Until we can answer these and equally serious questions in the negative," states Mr. Dennis, "we should be conscious of holding a highly vulnerable post."

The School Lunch

"Why not give some thought to what you put in your children's lunch box and fix it carefully and daintily? Don't let your child be ashamed to eat in company with other children." This is one of the many pertinent questions and helpful hints by Mrs. R. L. Daly in *Service* for October, 1937. This article is a reprint of a booklet of the same name prepared by Mrs. R. L. Daly, Home Demonstration Agent for Macon County, Alabama. In addition to the much needed advice on this subject, Mrs. Daly includes some special recipes for the use of teachers in preparing hot lunches to help in making the school children healthy and happy."

Vocational Guidance and the College Curriculum

"Vocational guidance in college today is operating under two rather severe handicaps," asserts C. Gilbert Wrenn in *Occupations* for October, 1937. "In the first place, we attempt to build up self-determination and self-reliance in students, but do it in an atmosphere where curriculum

requirements and the supervision of every detail of daily living blanket to a large degree attempts at development of initiative. In the second place, we tell the student that he must be realistic, and face the world of jobs as they exist, but we do this again as a phase of a curriculum which is heavily loaded with unreality and in which the emphasis is upon the past rather than upon the present." Dr. Wrenn, who is professor of Educational Psychology and assistant director of the General College at the University of Minnesota, points out that "vocational guidance is no longer considered a function isolated from educational, personality, health, and social guidance," also, "that good vocational counseling may include much that is not merely vocational information."

What Ails Our Colleges?

In the October, 1937, issue of *The School Executive* Professor Cameron Duncan Ebaugh of Shorter College, Rome, Georgia, traces the development of factors which have drawn the liberal arts college from its primary purpose "to furnish its students with a solid cultural background, either for a full life in post-college society or as a foundation upon which to build the more specific knowledge and proficiency required in the several professions. Its student body should be limited to young men and women of superior ability who, in their educational preparation, have shown promise of exceptional future value to society." Professor Ebaugh presents a testing plan of college admission which "besides improving

the quality of college students, making possible sound educational and professional guidance, and thus improving college instruction in general," would, "enable the secondary schools to integrate their work better, to provide for the much-to-be-desired articulation between high school and college, and to facilitate the continuous intellectual development of the students through both institutions."

You Might Like to Read Also—

Why Study History? — J. Ira Kreider raises this question in *The Social Studies* for October, 1937. "College teacher, high school teacher—each in his own way—can use the historical method to increase his understanding of things, and to help those who come under his influence to live more intelligently."

The Study of Disabilities in Reading—Helen M. Robinson "describes the methods of investigating reading difficulties in the Orthogenic School of the University of Chicago" in *The Elementary School Journal* for September, 1937.

The Special School versus the Special Class—a discussion of their advantages and disadvantages for teaching emotionally maladjusted children, by Harold H. Postel in the October, 1937, issue of the *Journal of Exceptional Children*.

Guidance through Creative Activity—Adeline Mair, a junior high school teacher in Summit, New Jersey, explains her classroom guidance program for backward pupils in the September, 1937, issue of *The Clearing House*.

The Movies and Race Relations—an enlightening article by Dr. Ed-

gar Dale of Ohio State University in *The Crisis* for October, 1937, which reveals what a strong force the movies is in making, confirming, and spreading adverse beliefs about racial groups.

General Science and Children's Hobbies—"An interesting, well developed science lesson stimulates children to do a variety of things," says Rosalind M. Zapf in the October, 1937 issue of *The Journal of the National Education Association*, in presenting "a record of the leisure time activities which have actually developed directly out of work in [her] general science classes in grades 7B through 9A."

The Job of the Camp Adviser—a description of the requirements and activities of CCC educational advisers by Howard W. Oxley in *School Life* for September, 1937. This magazine has been redesigned with a cover photograph, additional sections, all of which should increase its appeal to its readers.

BOOK REVIEWS

PERSONALITY AND THE CULTURAL PATTERN, by James S. Plant, M.D. (The Commonwealth Fund, New York, 1937. 432 pages. \$2.50.)

This book is an outgrowth of fourteen years of experience of the author in clinical studies of children in the Essex County Juvenile Clinic, and out of his discussions with parents, social workers, teachers, physicians, nurses, and employers. One is struck with the freshness of originality in many of the discussions. The fact that the suggestions and conclusions come from such a rich background of experience, undoubtedly adds to the vigor of the work.

The book is divided into three parts as follows: I. A New Approach to the Understanding of the Personality, covering seventy pages; II. Examples of the Interaction of the Personality and the Environment, drawn from studies of the Casual Breakdown, covering one hundred and sixty pages; and III. Towards an Individual-Centered Culture, covering one hundred and eighty-four pages.

The book brings together the psychiatric and the sociological approach toward "an individual-centered" culture. There are many parts of the work that will not appeal particularly to teachers both because the content is frequently foreign to the dominant interest of the teacher, and because of the rather involved style of the author. The frequent parenthetic statements definitely encumber the flow of thought. Most teachers would, undoubtedly, classify the book as too heavy.

The chapters on *The School* and on *Education for Change* are particularly interesting to the educator. In the former, one finds helpful discussion of the readiness of the pupil and the readiness of the teacher, which are too often ignored in practice. In the latter, one senses a more groping discussion of what ought to be done for the child and what the child may do for himself in order to prepare him for the changing order of things.

The book is of particular interest to social workers and to students of sociology and of psychiatry. We commend it to the attention of the teacher who is rather advanced in her thinking in these fields.

HOWARD H. LONG.

THESE LOW GROUNDS, by Waters Edward Turpin. (Harper & Brothers, New York, 1937. \$2.50.)

This is the first novel by the young Negro writer, Waters Edward Turpin,

a member of the staff of Storer College, Harpers Ferry, W. Va. The setting of his novel is on the Eastern shore of Maryland, where he depicts several generations of Negro life carried on side by side with whites and spanning the period from the Civil War to the present. Mr. Turpin traces the slow rise of a Negro family beginning with Martha, a valiant woman with a worthless husband, to the well-educated Jimmy-Lew and his sweetheart Ellen, whose philosophy about the racial situation is "I don't think that just education alone will wipe it out; but I do believe that education is one of Time's powerful instruments toward a cure. Darlin', if we let this racial thing blind us to the rest of living, we'll be lost."

The reader of this outstanding novel is not made conscious that the characters are Negroes, but that they are simply people with their hardships, their joys, their sorrows, portrayed with a warmth and a sincerity characteristic of Southern life. We may all take renewed hope in life from these words of Ellen: "We're just people—all of us—north, south, east, west—white, black, brown, yellow—we're just people—Americans—And in our working, our loving, our sorrowing, and our dying we are making the America of Now and Tomorrow, just as we helped to make it Yesterday."

MILDRED K. PRICE.

THE INOR GROUP-GUIDANCE SERIES, by Richard D. Allen. (4 vols.) Vol. 1, Common Problems in Group Guidance, \$1.95. Vol. 2, Case-Conference Problems in Group Guidance, \$1.55. Vol. 3, Self-Measurement Projects in Group Guidance, \$2.25. Vol. 4, Organization and Supervision of Guidance, \$3.65. (Inor Publishing Company, Inc., New York. 1933 and 1934.)

This series is rapidly gaining recognition as a standard for modern high school guidance. The first three volumes are manuals for guidance teachers and counselors, and contain materials of instruction, and are suitable for home-room guidance or special guidance courses. Volume 4 is the master desk-book for principals and counselors. Also available is a reprint of the appendix of this volume which is of specific interest to elementary school principals. This appendix is entitled, A Manual for the use of Providence Class Personnel Charts, and sells for 75c. These Charts are used to provide much of the information necessary before any guidance program can be begun. Guidance teachers and counselors will find these volumes invaluable for both the case-conference and the self-measurement methods in guidance technique. The volumes may be purchased separately or together in accordance with the needs and administrative budgets of individuals and schools.

HOW DO YOU FEEL ABOUT IT?

Were you pleased with this issue of our magazine? Were you displeased? We want our readers to make generous comments on the monthly issues of *The National Educational Outlook Among Negroes*. Send us a letter indicating the features you like or dislike, with reasons, and items you would have us stress more. We would also like to have mention of features which you would care to see included in the pages of the magazine. Help us to render a real service to our readers.

Teaching Aids

Picture Scripts

This is a series of stories based on children's interests, attractively illustrated and printed in the form of small booklets. The material is easy reading and authentic. This series is edited by a group of teachers in Lincoln School of Teachers College, Columbia University, New York City. They cover subjects in general fields of Social Studies, and Science and Literature, and sell for fifteen cents each. Interested persons may secure complete information by writing to the Division of Educational Publications, Edward Stern & Co., Inc., Graybar Building, New York City.

Handy Books

Price list number 73, entitled Handy Books, contains an extensive list of books for ready reference, covering many topics and available at small cost. This price list may be secured free by writing to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Persons interested in children will find listed books about Babies, Child Development, and Dependent Children. Students of nature will discover material on such subjects as Birds, Cloud Forms,

Forestry, Plants, National Parks Portfolios, and the Woodsman's Handbook. Books available for those who like to do things around the house include such titles as Caning, Concrete Construction, First Aid, Home Fireman, Homes, Household Helps, Lawns, Washing, Cleaning and Polishing Materials. This price list has titles of interest to persons in almost all fields of endeavor. A major portion of the material can be purchased for from five to fifteen cents a copy.

An Outline History of Transportation

Here is a 67-page volume which teachers and other interested persons will find to be of much value. Distributed by the Fisher Body Craftsman's Guild, 3044 West Grand Boulevard, Detroit, Michigan, this publication is available free of charge. The volume is a brief account of human travel and transport and how they have advanced civilization, edited by Dr. Archibald L. Bouton, Dean, University College of Arts and Pure Sciences, New York University. Interestingly written, this publication should be a valuable asset to any teacher's library.

ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

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- "It has a very professional look; and it contains material that I know will be of much value to teachers."—FRANCES M. FOSTER (Editor of *Progressive Education*)
- "As I read through the interesting and attractive pages, I am very conscious that you and your staff are doing an excellent job and filling a definite need."—MARY McLEOD BETHUNE (Director, Division of Negro Affairs, NYA)
- "In size it is convenient for handling, in appearance it is neat, in material it is meaty and newsy, and in style it is dignified. Altogether it fills a long felt need, keep it up."—R. B. ATWOOD (President of Kentucky State Industrial College)
- "The initial issue causes me to predict a bright and long future for this much needed publication, and I am glad to become a subscriber to it."—ROBY HILLIARI (State Supervisor of Emergency Education, Negro Division, WPA of Texas)
- "I like the first issue. The magazine has great possibilities and it fills a definite need."—IRENE E. MOATS (Clarksburg, W. Va.)
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- "I have my first copy and like the contents very much. Yours for success."—MRS. V. L. ROBINSON (Goulds, Fla.)
- "I wish to congratulate you and the staff upon the initial issue."—ROBERT P. DANIEL (President, Shaw University)
- "The high quality of the material, the convenient size and the reasonable price should certainly give it wide appeal. Your publication fills a definite need and richly deserves a large and interested audience."—FRANK S. HORNE (Asst. Director, Division of Negro Affairs, NYA)
- "I am positive that the entire publication is going to develop into a 'little jewel' for teachers, because it shall assemble and disseminate information of priceless value for them."—FANNIE W. HOWARD (Booker T. Washington Junior High School Baltimore, Md.)
- "I feel quite certain that it will find an enthusiastic welcome in many unexpected quarters and I am sure that your many hours of careful planning will yield rich dividends in helpfulness and inspiration to an ever increasing group of subscribers."—MARION CONOVER HOPE (Howard University)
- "After reading it over carefully we are convinced that it fills a long felt need and we hope for you every success."—EDGAR C. BROWN (Adviser on Negro Affairs Emergency Conservation Work)
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- "You have set a fine standard in the September issue. The magazine ought to be of real value to all of us interested in education."—ELBERT K. FRETWELL (Teachers College, Columbia University)

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DECEMBER, 1937



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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students and pupils. The maga- zine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot gener- ally indorse every statement made by contributors.

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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CONTRIBUTIONS TO APPEAR IN EARLY ISSUES

Choice of Careers in the Junior High School—Vinetta Thompson

Effective Teaching and Pupil Achievement in Negro Schools—Sherman D. Scruggs

Away with the Inferiority Complex—Atwood S. Wilson

The Junior High School Coordinated Guidance Council—Jessie Gross Harris

The Rural District School Unit—O. J. Chapman

Focussing Business Education for Negroes—Irene Hypps

Precept and Example in Teacher Education—Miles W. Connor

Activities of the PWA among Negroes—Robert C. Weaver

Special Work with poor readers—Maudelle B. Bousfield

The Contribution of A. M. Strange to Negro Education—W. Milan Davis

EDITORIAL COMMENT



GOOD GIFTS

TEACHERS are in a strategic position to exemplify the spirit of Christmas and to diffuse its true meaning among the people. The masses throughout the world are more receptive today than ever before to the real significance of Christmas. What would it mean to our country if the one million teachers, during the entire month of December, should become living examples of the Christmas spirit. Theirs is the opportunity to give the Good Gifts—the gift of love to a love-starved world; the gift of light where darkness abounds; the gift of friendship to replace hate; the gift of insight to dispel confusion; the gift of truth as a substitute for ignorance; the gift of hope where despair exists; the gift of faith where there's only doubt.

"And a little child shall lead them." If in the thousands of classrooms the teachers should give these Good Gifts to the thirty million children; who would doubt but that we should be led into a fuller understanding and appreciation of the Christ.

In our growing complexity we yearn for simplicity; in the increasing multiplicity of things we search for the realities; out of the whirl of fleeting moments and speeding changes we grasp for the permanent. Teachers, as conservators of the past, guides of the present, and creators of the future, may be bearers of the gifts that will regenerate our present lives, reconstruct society, and provide intellectual and spiritual abundance where there is scarcity.

"I am come that they might have life, and that they might have it more abundantly." Let each of us begin the Yuletide season with a warm hand-clasp, a cheering word, a kindly thought. These are gifts which all of us can give; which thieves cannot steal, nor moths and rust corrupt. They will mean more than all the shining tinsel and glittering trappings, and, like bread cast upon the water, will bring returns thirty, sixty, and a hundred-fold.

"A man's life consisteth not in the abundance of things which he possesseth."



FOR AN ICONOCLAST

*SUPPOSE the sea has washed away
Your castles in the sand—
Have you not strength to build
Upon a higher strand?*

*What if tears have dimmed
The flashing light in you—
Don't you know there's beauty
In a lily drenched in dew?*

*And Death you say comes stealing
And with it Life is gone—
But there's the dying sun
That lives again in vivid Morn!*

Marion Conover Hope

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES extends to all its subscribers, readers, and well-wishers,

**A MERRY CHRISTMAS AND A
HAPPY NEW YEAR**

Educating Negro Youth for Occupational Efficiency

PART II

D. A. WILKERSON

Editor's Note: In the October issue Mr. Wilkerson contended that the vocational guidance of Negro youth should seek (1) to achieve "occupational efficiency" for the individual; (2) to further, through democratic means, progress toward an improved world of occupations; and (3) to accelerate the trend toward increased integration of Negro workers into all areas of whatever may be the existing occupational world. The discussion is concluded in this issue.

Objectives

Such general aims as those outlined above must be approached, of course, through more proximate "objectives." Illustrative of the more immediate understandings, attitudes, and abilities which are believed to represent valid objectives for the vocational guidance of Negro youth are the following:

1. Understanding of the occupational distribution of Negro workers in relation to that of other American workers.
2. Understanding of significant trends in the occupational distribution of Negroes and differences in this regard among various geographical regions of the nation.
3. Understanding of the underlying forces which are operating to transform American social and economic life, together with their implications for the changing status of Negro workers.
4. Understanding of the special problems, advantages, and disadvantages faced by Negroes in the various occupational fields.
5. Understanding of the ways in which vocations traditionally "closed" to Negroes have been, or may be, opened to them.
6. Understanding and appreciation of the implications of the American labor movement for all classes of Negro workers.
7. Appreciation of the personal qualifications of particular importance for Negro workers who would enter upon and succeed in various occupational fields.
8. Development of wholesome attitudes toward all honest labor and all classes of workers.
9. Acquirement of a wide range of accurate and unbiased information regarding educational and vocational opportunities and requirements.
10. Development of ability to make an intelligent vocational choice.
11. Development of skill in the use of problem-solving techniques.
12. Development of ability and desire to participate actively and effectively in progressive movements which seek to further, through democratic processes, improvement in the quality of American social and economic life.

Activities and Materials

There is but one way to achieve educational objectives—by directing appropriate student activities and experiences. Hence, whether students actually develop the understandings, abilities, and attitudes which comprise the objectives of vocational guidance depends primarily upon what teachers *have them do* in school. In whatever activities they engage, they must make use of helpful subject matter and other instructional material. The major task, then, which confronts a school in the building of its guidance program centers around the questions: In what guidance experiences should students be directed? What instructional materials do these experiences require?

In order to illustrate—not to develop fully—the application of this concept, there are suggested below several types of learning activities and corresponding instructional materials by means of which students may be led to develop the objectives listed above. The suggestions are restricted for the most part to illustrative activities which are here viewed as being of especial importance in the vocational guidance of Negro youth.

- A. Making and interpreting graphs which show the relative distribution of white and Negro workers among various occupations and among the several social-economic groups of workers: 1900, 1910, 1920, 1930. (For the local community; for the United States.)

Objectives: 1, 2, 10*

*Code numbers of objectives correspond to those of the preceding section of this article.

Materials: U. S. Census reports on occupations.

Granger, L. B., and Hill, T. A., *Occupational Opportunities for Negroes*. New York: National Urban League, April, 1937.

Dutcher, Dean, *The Negro in Modern Industrial Society*. Lancaster, Pa.: Privately printed. 1930.

- B. Making written or oral reports on the causes of the Northern and urban migration of Negroes, and of their effect upon the occupational distribution of Negro workers.

Objectives: 1, 2, 3

Materials: Kennedy, Louise V., *Negro Peasant Turns Cityward*. New York: Columbia University Press. 1930.

Ross, Frank A., and Kennedy, L. V., *A Bibliography on Negro Migration*. New York: Columbia University Press. 1934.

Other such books; selected chapters from books of more general scope; selected magazine articles.

- C. Discussing the limitations imposed upon Negro business and professional workers by the impoverished status of the masses of Negro workers.

Objectives: 4, 6, 8, 9, 10

Materials: "Social Problems of Negro Business," *The Crisis*, June, 1936, p. 166.

Harris, Abram L., *The Negro as Capitalist*. Philadelphia: The Academy of Political and Social Science. 1936.

Numerous other such books and periodical references.

Negro business and professional men in the local community to be interviewed.

- D. (1) Listing "unusual vocations" in which Negroes are employed:

in the local community; in the nation.

(2) Determining the special qualifications, techniques, or other circumstances by means of which Negroes have succeeded in entering "unusual vocations."

Objectives: 1, 4, 5, 7, 9, 10

Materials: The local community itself; selected persons to be interviewed therein.

The *They Crashed the Color Line!* series of pamphlets published by the National Urban League.

Selected biographical and autobiographical materials from books, periodicals, etc.

E. Debating the proposition: Resolved, That the Negro Can Best Further His Own Welfare by Supporting the C. I. O. in Preference to the A. F. L.

Objectives: 3, 4, 6, 8, 9, 11, 12

Materials: Reid, Ira De A., *Negro Membership in American Labor Unions*. New York: National Urban League. 1930.

Spero, S. D., and Harris, A. L., *The Black Worker*. New York: Columbia University Press. 1931.

Other such books.

Numerous current magazine and newspaper articles.

Union representatives to be interviewed in the community.

F. Presenting a play in assembly to depict the union of white and Negro sharecroppers in the South to combat their common exploiters.

Objectives: 2, 3, 4, 6, 8

Materials: Ware, Alice Holdship, *A Mighty Wind A-Blowin'* (One-act play).

G. Analyzing and compiling information regarding the opportunities of Negroes for employment and advancement in a wide range of occupations: in the local communi-

ty; in the nation. Listing the requirements of such occupations and the opportunities of Negroes to gain the necessary education and training.

Objectives: 4, 7, 9, 10, 11

Materials: Brewer, John M., *Occupations*. Boston: Ginn and Co. 1936.

Numerous other such general references on occupations.

Miscellaneous pamphlet materials descriptive of occupations.

"The Vocational Guidance of Negroes" (A Symposium), *Journal of Negro Education*, Vol. 4, January, 1935.

Crawford, George W., *The Talladega Manual of Vocational Guidance*. Talladega, Ala.: Talladega College. 1937.

Everett, Faye P., et al., *The Colored Situation*. Boston: Meador Publishing Company. 1936.

Other such books and periodical references descriptive of occupations from the viewpoint of the Negro worker.

Current newspaper articles.

Industrial, commercial, governmental, and other agencies to be visited in the local community; persons to be interviewed.

H. Making a scrap-book on occupations with special reference to the occupational problems and achievements of Negroes.

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12

Materials: Current newspapers and periodicals.

Replies of Negro workers to letters of inquiry.

Photographs taken or assembled by students.

Original creative materials (poems, drawings, essays, etc.) produced by students.

I. Checking one's-self against the requirements of selected occupations.

Objectives: 7, 9, 10, 11

Materials: Same as "G" above; also:

The student's cumulative scholarship record.

Records of physical examinations, and of performance on tests, inventories, and ratings of intelligence, aptitudes, interests, personality, etc.

J. Interviewing the vocational counselor (or home-room teacher, principal, etc.) regarding one's tentative occupational choice, school program, long-time vocational plans, etc.

Objectives: 7, 10, 11

Materials: Same as "I" above.

K. Evaluating the relative possibilities of various strictly "racial" techniques of emergence and of more general movements for social-economic reform as means of effecting the integration of Negro workers into all fields of employment.

Objectives: 3, 5, 6, 8, 11, 12

Materials: Bunche, R. J., "A Critical Analysis of the Tactics and Programs of Minority Groups," *Journal of Negro Education*, 4: 308-320, July, 1935.

"The National Conference on the Economic Crisis and the Negro: Symposium — The Way Out for the Negro," *Journal of Negro Education*, Vol. 5, January, 1936.

Numerous similar discussions in books, current magazines and newspapers.

Social groups and incidents in the local community.

Each type of learning activity listed above is capable of almost unlimited variation. Further, the list

itself can be extended at length to include experiences centering around radio programs, lectures, moving pictures, slides, extra-classroom activities, try-out and exploratory courses, the school library, excursions, and the like. Similarly, the instructional materials listed for each activity are but partially suggestive of the wealth of printed and environmental aids which are available—often at little or no cost—for use in vocational guidance. It must, therefore, be evident that *every* school which really desires to achieve the objectives of vocational guidance—even the school with no special equipment whatever—*can* provide for its students an enriched program of guidance experiences.

Organization

The variety of guidance activities suggested above, together with the different school agencies which their direction involves, might possibly raise the question: What is the difference between general education on the one hand, and guidance on the other? The answer, of course, is "None". "True education . . . means guidance."¹ Hence, the guidance program is not something *apart from*, but rather an integral *part of*, that *milieu* of student experiences which, in themselves, *are* the "curriculum".

This concept implies that the program of vocational guidance should *not* be organized as a system of specialized personnel workers and services which parallel, but do not "interfere" with, the "regular" curriculum program. True, there

¹John M. Brewer, op. cit., p. 2-3.

should, desirably, be a special course in "Occupations" and certain specialized services for testing, record-keeping, and counseling. But these, by themselves, cannot suffice to achieve the objectives of vocational guidance. They must be supplemented by all other educative agencies of the institution. The activities listed above, for example, can well be directed in the following "regular" academic subjects.

<i>Subject</i>	<i>Activities</i>
English.....	A, B, C, D, E, F, G, H, I, K
Social Studies.....	A, B, C, D, E, G, H, K
Science.....	B, D, G, H
Mathematics.....	A, C, G, H
Foreign Language....	D, G

Every course can appropriately be organized in such manner as to interpret for students the nature and requirements of those occupations with which it is closely related. The development of occupational interests, understandings, and attitudes might readily be among the outcomes achieved by the school paper, clubs, and a variety of other extra-classroom activities. Every teacher can, and should, be a counselor of students. So conceived and organized, the program of vocational guidance becomes, not only a functional part of the whole educative program, but also an attainable goal for every school.

An Ethical Obligation

There is something ironic about the fact that as educative processes become more and more "scientific", and supposedly more certain and ready of application, the average teacher, awed by the technical aura which they tend to acquire, loses confidence in his ability to utilize the very means which scientific advances seek to make accessible. Unless armed with considerable technical training and specialized equipment, he is inclined to sit back and wish for a "specialist". Such, it seems, has been the fate of vocational guidance. But this need not, and should not, be. With vocational guidance, as with all education, the most necessary item of "equipment" is a point of view. Given a clear concept of goals, and a sense of responsibility for their attainment, any intelligent teacher *can*, if he will, direct students in worthy guidance experiences. Abundant materials and suggestive approaches are readily at hand for his use. When one considers the dire need of Negro youth for guidance toward occupational efficiency, it is difficult to escape the conviction that provision of such guidance represents, not merely a worthy educational purpose, but also — especially for the Negro teacher — a moral responsibility.

EDITOR'S NOTE: *A misinterpretation resulted in our giving credit for the data in the article by William H. Brewer, in the September issue, on the first public school for Negroes in the District of Columbia, to a U. S. De-*

partment of Education Report. Identical data are available in the records of the District of Columbia's Board of Education, from which source Mr. Brewer secured his information.



CRISPUS ATTUCKS HIGH SCHOOL ORCHESTRA, INDIANAPOLIS, INDIANA, MARCH, 1937. LA VERNE E. NEWSOME, DIRECTOR.

“It Can Be Done”

MORE INSTRUMENTAL MUSIC NEEDED IN SCHOOLS

NORMAN L. MERRIFIELD

Most of our school music departments are developing fine vocal ensembles with their choirs, glee clubs, quartets, and smaller groups for purposes of developing outstanding talent. They also serve to give individuals participating in these groups a fine musical experience and to encourage future community service through church, radio, and sometimes solo work. This development is to be commended and, with continued enthusiasm, should have far reaching effects in the development of musical talent. However, few secondary schools and colleges are offering students opportunities in instrumental music to any great extent. The very lack of opportunity in the development of this phase of music is

so obvious that our seemingly smug satisfaction has reached a rather ridiculous point.

Count, if you will, the number of our colleges which included their bands on the recent gridiron programs this fall. If you are not a football fan, try to recall the number of bands in our colleges and high schools. Tuskegee and Hampton seem to be the only colleges that are doing extensive work in this phase of music. A few high schools scattered throughout the South have fine bands. Talladega, Howard, Fla. A. & M. College, Wilberforce, and Lincoln (Missouri) are doing some pioneer instrumental work, but not on any large scale. The lack of interest in instrumental music in our col-

leges is due, to a large extent, to the poor facilities and lack of finance in the secondary schools from which their students are recruited. However, guidance and encouragement are badly needed both in colleges and high schools.

Try to recall the number of outstanding Negro clarinetists, cornetists, oboists, flautists that *you* know. Compare that list with the number of piano students and piano teachers in your community. Yet our group of outstanding pianists is discouragingly small. Granted we have done a fine job in producing Hayes, Anderson, Robeson, Bledsoe, Elzy, Moten, and Duncan, yet our group of first rate composers is still negligible. In other words, the piano and vocal students are being absorbed so rapidly in the teaching profession that there are signs of "overproduction."

Opportunities in Instrumental Music

Let us consider the instrumental field for just a moment. Jazz orchestras are taking so many of our few band and orchestral performers that certainly some consideration should be given to training instrumentalists in a gradually accepted vocation which, in the past few years, has grown into a perfectly legitimate place in our American scheme. Most of these men have had to depend upon sheer innate talent rather than fine teaching and have reached their goal through a far harder school of trial and error than that which most of our educators talk about.

A great many Fiskites can appreciate Jimmy Lunceford's lean years in Nashville—an experience that undoubtedly was duplicated by a great many of our dance band impressarios and which they are rather anxious to forget.

Piano Teachers' Opportunity

The vital need for teachers of band and orchestral instruments in every community can be solved only with concerted effort and continued stimulus by leaders. With some effort, most piano teachers could add to their present incomes by studying and teaching reed and brass instruments after a year's experience. The fingering of any instrument can be learned in a few months. Principles relating to embouchure, breathing, and phrasing require far more time but are no more difficult than piano or vocal technique. The appalling mortality rate among piano students in any community is not only increasing, but is even becoming repugnant to the sentimental parent "who just wants his daughter to play a little." There is very little doubt that many students who fail as pianists would make good trombonists, clarinetists, or even drummers. The absolute necessity of every musician is a good ear, but every one with a good ear does not have the type of muscular co-ordination required for piano performance.

The research work of Dr. Carl Seashore and Dr. Jacob Kwalwasser, with their respective music talent tests, has definitely proven that musical talent consists of a

number of factors not necessarily related nor present in equal amounts. Some of the world's outstanding musicians seemingly lacked certain abilities which we ordinarily expect in musicians. Wagner, who could neither sing nor play even reasonably well, is still considered the foremost operatic composer. Beethoven's deafness in later life and his inability to learn to dance in time are rather casually mentioned in biographies. We still have an overwhelming number of fine voice teachers who make no pretense as soloists or performers. In other words, some of the same students who fail at the piano may have a large amount of musical talent which could be developed, provided they were given enough opportunities to find their instruments.

Negroes' Musical Ability Varied

The belief that musical talent among Negroes should be confined solely to pianistic and vocal efforts is due to a number of factors. Few persons are still foolish enough to believe that blowing wind instruments causes persons to acquire susceptibility to tuberculosis. Others believe that horns are made solely for boys. Many persons will buy pianos for three hundred dollars or more to dry rot in their parlors but will refuse to pay fifty dollars for a reasonably good horn or violin. Many a potentially fine drummer has been ridiculed away from his instrument during his earlier efforts because of the short-sightedness of some person. After hearing the

phrase "You people just can sing right into our hearts," the mental reaction is customarily, "Rats! We can play, sing, work, or talk our way there," (if given a chance).

Opportunities in Orchestral Work

Few persons seriously consider the jazz orchestra as a possible career despite the fact that many of our present performers have unusual musical talent and that a number have studied music in good schools under fine teachers. It is true that there are a large number of objectionable features to a career in the average jazz orchestra. It is true, also, that night clubs and dance halls still have a decadent aura which is quite objectionable to a large number of our citizens. Both are undoubtedly here to stay and both not only require good orchestras but, *they pay*. Armstrong, on the Fleischman radio hour, Ellington, Calloway and a few others in Hollywood are pioneers in new fields of activity. "Thar's gold in them thar hills."

However, the jazz career is just one of many for the ambitious young instrumentalist. Private studios, secondary and higher institutions are going to follow suit within the next quarter of a century if we continue to copy the high pressure methods of the white institutions. There are few "big time" white schools that do not boast of their "hundred piece bands" and their "school symphony." Already Baltimore is taking its all Negro symphony orchestra as a matter of course and Tus-

kegee has a fair-sized orchestra to accompany its fine choir on festival occasions. The Florida A. & M. College orchestra, which performs every Sunday evening for its school vesper service, should attract more string performers as this tradition is carried on. The Hampton Institute Band is one of the prides

of the tidewater section of Virginia. A few other schools have organizations which could be made into fine ensembles if the administrations would be willing to subsidize and encourage that phase of music rather than wait for their music instructors to perform some kind of miracle.

(To be continued)

A Minimum Program of Health Protection and Health Promotion in Colleges for Negroes

PART II.

Editor's Note—Part I of this program dealt with the integration of health activities in school and community through the school health council and the student health council. Included was a listing of the major functions of both types of councils.

Sanitation of the Environment

Sanitation is the first principle in all public health activities. This is of particular importance where individuals are brought together in groups, as in colleges and universities. The following principles should be in practice in a minimum college health program:

1. General Control

- a. Control over health supervision should be in charge of the division which has charge of health education, Student Health Service, or physical education.
- b. There should be an annual sanitary survey of campus and campus facilities.

- c. All water used on the campus for bathing, drinking and washing should be approved by the State, County, or City health department.
 - d. There should be an adequate and approved sewage disposal system for the campus.
- #### 2. Rooming Houses
- a. All householders who desire to rent rooms to students should be registered with the institution and should be placed upon an approved list. This list should be kept in the Student Health Service and in the Office of the Dean of Students.
 - b. Rooming houses on the approved list should be required to meet heating, lighting, ventilation, screening, toilet, bath, size of room, number of beds in room, cleanliness, communicable disease control standards set down by the Department in charge. These standards should be revised often so as to conform to scientific advancement.
 - c. All fraternities, sororities and dormitories should be inspected

and should meet the same requirements as other rooming places.

- d. All students should be required to room in houses, dormitories, and fraternity houses, which are on the approved list.
- e. All water used for drinking, bathing and washing purposes in students' rooming houses should come from sources approved by the State, County, or City health department.
- f. All rooms and houses used by fraternities and clubs and all students' rooming and boarding houses should be open at all times for inspection by the proper school authorities.

3. *Eating Places*

a. Inspections of food establishments on and around the campus should be made by the proper school authorities at least once a month.

b. A list of boarding houses and restaurants approved by the department, together with their ratings should be kept on file in the office of the director, and the Dean of Students.

- (1) All rooms where food is stored, prepared, or served to students should be kept thoroughly cleaned.
- (2) All water used for cooking, washing, or drinking in eating places used by the student should come from sources approved by the State, County, or City health department.
- (3) There should be regulations by the proper school authorities requiring that dishes, glasses, and eating utensils be properly washed and sterilized.
- (4) All persons preparing or serving food to students should be required to obtain a certificate of health from the health service department. This should include a Wasserman, throat and stool cultures.
- (5) All garbage around eating places where food is served

to students should be placed in covered sanitary receptacles.

- (6) Only Pasteurized milk which complies with the U.S.P.H.S., or an accepted municipal standard should be used in campus boarding places.
- (7) Adequate facilities for hand washing for food handlers should be obtained in food establishments.

4. *Class-rooms*

a. *Lighting*

- (1) The glass area of the windows of class-rooms should be equal to about $1/5$ of the floor area.
- (2) Artificial lighting should provide an average of 8-10 foot-candles in general class-rooms, libraries and study rooms, and not less than 12 in drafting, sewing and other special rooms.

b. *Cleaning*

- (1) Class-rooms should be swept or vacuum cleaned daily.
- (2) All furniture should be dusted daily and all woodwork at lease weekly.
- (3) All lockers used for clothing should be thoroughly cleaned and disinfected at least once each year, and always upon the transfer of the locker from one student to another.

c. *Ventilation and heating*

- (1) Class-room temperatures should be kept within the range of 68 and 72 degrees with moderate air movement.
- (2) A system of heating and ventilation including means of air supply and exhaust should be provided which is capable of avoiding unpleasant odors and which will not produce chilling drafts or an increase in room temperature above 72 degrees.
- (3) Every school room used for instruction, study, assembly, or physical recreation should be provided with at least one thermometer of grade that will give a reading accurate to within one degree Fahrenheit.
- (4) The humidity of class-rooms

should correspond to the temperature.

- (5) All buildings should be provided with fire escapes on the third floor and above.
- (6) Fire hose and water supply should be provided where they are easily accessible in case of emergency.
- (7) Fire alarms should be centrally located and in full view and should be in hearing distance of every floor.

d. Drinking Fountains

- (1) At least one drinking fountain on each floor of all buildings.
- (2) The drinking fountains should be of the type in which the bowl is so constructed that the lips of the user can not come in contact with the orifice from

which the water issues, and the jet placed at the side of the bowl at an upward angle of 45 degrees.

- (3) Drinking fountains, wash-bowls and sinks should be cleaned daily.

e. Toilets and Showers

- (1) Adequate toilet rooms should be provided on each floor of all buildings.
- (2) Toilet rooms should be cleaned several times daily.
- (3) There should be adequate shower facilities in gymnasiums.
- (4) Students using showers or swimming pool should be protected from "athlete's foot" by foot baths, or requiring that protective slippers be worn.

Using the Leisure Hours

P. W. DAWKINS

The proper use of leisure hours is one of the most important parts of one's training. We are at least now making an attempt to educate students in the proper use of their leisure. Every school and community should direct more thought toward activities that will give such training for leisure as will stimulate within individuals a desire to explore fields in which they are interested. One of the best ways to stimulate this desire is through hobby clubs, for hobbies will create a new interest out of which many useful and fruitful enterprises can be developed.

Hobby education has a definite place in every well regulated program. Out of hobbies will come a new interest in education in general, for the head and hand are

calling for a program that is different from any regulated program as now set up, and hobbies will go a long way in creating in education this new interest.

At an early age I became interested in wood. Desiring not only to make things useful but also beautiful, I soon learned that I would have to know more about decorating wood and wood carving. I have spent my leisure hours for years carving away on blocks of wood, with never a thought as to how many things were being made. Upon counting them I found that there are over 300 pieces that have been made during my leisure.

What started as a leisure hour activity has developed into a vocation. Most industries know no

race, but we have been taught so long that we are incapable of superior achievement that we are beginning to feel that we can not do the things as a vocation that will help us become a race of producers. We have been a race of consumers long enough and must look around for those things that will put us on the other side. There are many vocations we can enter that will help open the door of production. Unless we open these doors ourselves they will remain forever closed.

Believing that art craft and industry know no race, there has been established in my back yard for a number of years a small wood novelties industry. The products are sold to gift shops and department stores throughout the country. My success thus far confirms my belief that craft and industry know no race. In most cases, it is a matter of demand and price.

What to do with leisure hours has never been a problem with me for I had a hobby, and it took all my leisure hours to develop that hobby into something useful, and into what I would have it be, even

if it is not all that I would have it.

It is my ultimate ambition to establish a village of craftsmen where those working in the artistic side of wood, metal, and cloth may work as a community and cooperatively market their wares to the world. Here youth could come to learn and be inspired along the lines mentioned and go back to their communities with new ideas and processes which will help them make home a better place in which to live and probably to follow some art or craft, either as a vocation or avocation.

There are not many leisure hours for me now, for they are filled creating beautiful things for the market, exhibiting the 300 pieces made as a hobby to the students of the colleges and universities of the country, lecturing on art, craft, industry and hobbies in an effort to give to youth a new outlook through them. Thus, it is hoped we may assist the youth that are now sailing the sea of education without a definite rudder to be guided right. Through the proper use of our leisure with a hobby we may go a long way in guiding youth to that port called success.

PART OF EXHIBIT OF WOOD CARVINGS BY P. W. DAWKINS



Christianity in a Changing World

BENJAMIN E. MAYS

It is the genius of Christianity to adapt itself to its environment. It began as a religion for Jews. At first all who entered the Christian fold had to be circumcised and keep the law of Moses. This was a stumbling block to the spread and expansion of the new religion on Gentile soil, and if the practice had continued, Christianity would have perished. But this bar was smashed when Philip baptized the Eunuch, when Peter made Cornelius, the centurion, a member of the Christian group without circumcision, and when the church at Antioch received uncircumcised Gentiles into its fold. With the coming of Paul, Gentile Christianity became a reality and it spread rapidly. By emphasizing the fact that the acceptance of Jesus as the Christ made circumcision and the keeping of the law unnecessary, Christianity was adapting itself to its environment, thus making it possible for the new religion to live forever.

Organization of Church

Jesus did not organize the church. It began at pentecost, at first loosely organized and held together by the spirit and a common loyalty to the resurrected Lord. But, psychologically, the world of the early church was changing mightily owing to the fact that the expected early return of the Christ was delayed, weak Christians needed support, heretical philosophies

began to develop and the persecution of Christians began to grow more intense. These factors made it necessary for Christianity to adjust to the world by organizing itself into a hierarchial system. In the fifth century, when the Roman Empire fell, the Church, through its officers, was forced to take on the function of the government. People were accustomed to a central authority and the church became the transcendentalized Roman Empire. The Church thus became the Savior of the World because it was the only stable institution in an age of chaos and change. It is one of the wonders of the ages that Christianity began among the poor, the lowly and the meek in the Roman World, rejected by the mighty, despised by the learned and ignored by the government; but soon developed to a point where it outstripped all competitors and survived the Roman Empire, and for nearly two thousand years has kept on developing while political systems, one after the other, have risen to great heights and fallen. Even when a part of organized Christianity has become too corrupt for honest souls to endure, out of it have come prophets to condemn and purify it; such was Luther in the early sixteenth century.

Constancy of Christianity

But I am particularly concerned about that phase of Chris-

tianity which remains a constant quantity in the midst of change—that Christianity which the findings of science cannot repudiate, wars cannot invalidate and which a materialistic world cannot ignore. It is that phase of Christianity which was never written into the great creeds of Christendom. It centers around its founder, Jesus of Nazareth. At the center of his life and teachings stands the gospel of love: wholesome fellowship, no ill-will, constructive cooperation and a deep concern for human welfare. Jesus touched the main springs of man's life. It is all right not to kill; but that is not enough—one must not get angry. Certainly one must not commit the act of adultery; but that is not enough—one must not even desire to commit adultery. It is not enough to love your neighbors—one must love his enemies, too. "Love your enemies and pray for those who persecute you that you may be sons of your Father in heaven: He makes His sun rise on the evil and the good, and sends rain on the just and the unjust, for if you love only those who love you, what reward do you get for that?" At every turn in the life of Jesus, we find him organizing his life around the principle of love, responding helpfully and sympathetically to human need. He was deeply concerned about the physical and spiritual welfare of men, women and children. He healed diseased bodies, mended broken spirits and cleaned sinful hearts. He exercised no prejudice against any race or class because he believed that all men are broth-

ers and God is the Father. When questioned as to who is your neighbor, he took a "despised" Samaritan to show that he who responds helpfully and sympathetically to human needs is your neighbor. In fact, no one can get into the Kingdom except those who show great concern for persons in need.

Christianity Means Peace

Scholars are divided as to what Jesus taught about war. But no one can doubt the fact that he lived peace. It was no idle gesture when he urged men to go the second mile; give both coat and cloak; and when smitten on the right cheek, turn the left. He lived peace and we all know that he refused to join the zealots, the revolutionary group of his day. He died on the cross for his convictions. Scientific creations and discoveries, wars and strifes, material gains and imperialistic successes can never invalidate the claim of Jesus that love is better than hate, forgiveness is better than retaliation, cooperation is better than division and peace is better than war. The more men fight, the clearer becomes the evidence that war is futile. The more men hate, the clearer the evidence that one cannot organize his life around hate. The organizing principle in life is love. These are the timeless elements in Christianity and they will stand in the midst of ruin and change. How strange it is that the ethical, moral and social emphases of the life and teachings of Jesus never got into the creeds of Christendom! It was not until the close of the nineteenth century and the beginning of the

twentieth that the churches began to write social creeds. Through the centuries the churches have been primarily concerned with the saving of the individual's soul rather than being concerned with saving both body and soul. It is encouraging to note further that this is no longer true. Never before in the history of the Christian church has a church council devoted so much time to the social and economic question as it did when the conference met at Oxford in July, 1937. The Oxford Conference went much further in this direction than the Edinburgh Conference which convened in 1925. The Oxford Conference was equally concerned about war and peace. Recognizing that the church has always supported wars, the members at Oxford were conscious of the fact that the church of God cannot continue to support wars and they know that they cannot continue to talk about the Prince of Peace and allow wars to destroy the very principles for which Christ died. The churches of the world are determined as never before to make the Kingdom of Peace a reality in the world.

As we approach the Christmas Season, it can be celebrated in the Spirit of the Christ only if we make articulate in our own lives these eternal qualities of his religion: *love, brotherhood, peace*. To celebrate Christmas in any other spirit is blasphemy and a denial of the God we claim to serve. And it is the function of the church to strive to implement these ideals into every phase of the social structure.

More than nineteen hundred years ago, a Palestinian Jew hanged, dying, between two thieves; because he dreamed a dream that all men are Sons of God and that when you hurt man, you hurt God. Some blessed day a stupid world will rise to the Divinity of God and crown Him King. Then the nations of the earth will know that armies and navies, battleships and machine guns, submarines and aeroplanes will never bring peace to a suffering world, and that the acquisition of material, political and commercial powers are not permanent possessions but are as the "vapors of night; they fade and die in the morning of reality."

Ten Criteria For The Appraisal of Adult Education

JOSEPH J. RHOADS

The following criteria are presented for the guidance of those who seek to serve the adult population through the agency of Adult Education:

Standard One. An ideal program of adult education is conceived and

sponsored in a genuine faith and interest in the improvement of those people upon whose shoulders rest the responsibilities of manhood and womanhood.

Standard Two. An ideal program of adult education embraces both personal and social objectives. It is concerned with the whole life: the improvement of the individual for the individual's sake, and the education of the individual for collective thinking and community enterprise.

Standard Three. An ideal program of adult education is flexible, dynamic, creative, and independent. It is neither bound by educational formalism nor hampered by the bias of existing conventional agencies of community welfare.

Standard Four. An ideal program of adult education approaches learning through life-situations and not through subject matter. It adjusts educational materials and procedures to the student instead of requiring that the student make adjustments to academic stereotypes.

Standard Five. An ideal program of adult education makes appropriate use of the best available instructional methods and devices. It modifies and improves them, or evolves new ones when the need arises.

Standard Six. An ideal program of adult education rests its case in the effectiveness of its service. It has no promotional schemes; no propaganda to spread; no separate existence to lead or safeguard, apart from the learning processes in which adults are, or may become profitably engaged.

Standard Seven. An ideal program of adult education articulates its activities with the regular daily engagements of those who desire its benefits. Too, it takes due account of the educational services that are being rendered adults by other agencies within the sphere of its influence and cooperates in eliminating unnecessary conflicts and duplications. Competition violates the very genius of the movement.

Standard Eight. An ideal program of adult education imposes no formal admission requirements; sets no uniform standards of achievement; and offers no artificial rewards. Both participation and withdrawal are voluntary.

Standard Nine. An ideal program of adult education is administered by a competent educator.

- (a) He possesses a scientific mind and outlook.
- (b) He is a man of wide, vital, rich experience and a deep social insight.
- (c) He has faith in the capacity of every-day folk.
- (d) He possesses something of the spirit of Christ, who came "that men might have life, and that they might have it more abundantly."
- (e) He is resourceful and exhibits a ready command of a rich store of knowledge.
- (f) He is not a mere theorist. He is a man of action, and thus inspires his fellow students with a spirit of achievement.
- (g) He knows his associates (the students) and they know him; and their common knowledge lends an element of confidence and reality to the learning situation.
- (h) He is skillful in the use of adult learning techniques.

Standard Ten. An ideal program of adult education provides practical accumulative records for purposes of appraisal, and guidance.

The Meaning and Function of Home Economics in Education Today

FLEMMIE P. KITTRELL



BENNETT COLLEGE STUDENT, MAJORING IN
HOME ECONOMICS, AT WORK ON HER HOUSE-
HOLD BUDGET

Home Economics has come a long way up the educational ladder since it was introduced into the public schools and colleges in the latter part of the 1800's. As one refers to the description of courses in catalogs and various courses of study, one is impressed with the fact that Home Economics has shifted its emphasis from the acquisition of skills to that of inte-

grated personalities. Home Economics today is interested in the "how" and the "why" of living. It is more concerned with development of people and homes than with the performing of a vocation as such. The development of a social function is the primary aim of this subject today.

Its Relation to Life

Home Economics is a composite subject. It is derived from various fields of the natural and social sciences and the arts. As a field of education, it aims to coordinate that subject matter which bears directly on problems of family life.

NATIONAL EDUCATIONAL OUTLOOK

It can be defined, also, as a field of education which concerns itself broadly with the activities of the home as a whole, and the organization and development of family life in all of its aspects—physical, biological, economic, and social.

Of Value to Men and Boys

Who should take Home Economics? Is the content such that every person should have definite experience with it just as every one has definite experience and contact with mathematics and English? Leaders in Home Economics believe that every one should have definite contact and experience in this field. They believe, further, that in centers of progressive education home economics will not be thought of as a separate field of education, but will be merged into the general field of education for all students. Boys and men, then, will be as greatly concerned with family life as girls and women. With the extension of girls' and women's interests outside the home, increased co-operation and understanding on the part of men and boys are essential. The problems of nutrition and health; the expenditure of the family's income; appropriate and becoming clothes; family relationships and the use of leisure time are as fundamental for boys and men as for women and girls.

Need for Integration

School administrators often do not understand the problem that faces the alert home economics teacher and alert students. If this subject is to captivate the minds of alert people, it must have a program with a challenge. A course of study that aims to develop skills and knowledge only in the techniques of "cooking and sewing" has already outlived its day. To meet the needs of the time—to help understand the whole of life and living, a program must be developed which concerns itself with the complex society in which we live.

Education for home and family life has a different emphasis in the various stages of education, just as English and mathematics. As one progresses in the schools, the emphasis is shifted to include more information and wider horizons. At all stages of its development it should contribute to the present as well as to the future needs of students. This should help them to live better physically, socially, and economically. Recent surveys show that home economics fills a felt need in education today. It has a definite place in our educational program. More and more it will be introduced into schools and colleges because of the growing complexity of home and family life.

KNOWLEDGE

I'm seeking Knowledge,
Is it hard to find?
I'm walking rapidly,
Am I behind?

Is that twinkling object I see a star?
I'm seeking knowledge,
Is it far?

—*Pearl Evans*

Relax, Teacher, or Else

W. L. SAVOY

"I knew she was a teacher as soon as I met her." Have you ever heard anyone say that? It usually refers to one who is as crisp as a cracker or as sour as home-made wine. Such an one usually is so restrained as to seem military; is so hypercritical that only perfection pleases her; and simply doesn't know what it is to have fun. If you don't want to be that kind of person, young teacher, draw up your chair and hearken to my words of wisdom. The "Open sesame" to growth of your personal charm is reducible to the one word, *relax*.

Mastering Your Work

Bostock and Beatty had nothing on you for fortitude. They had only such mild animals as lions and tigers in the cages which they entered. At that they were allowed whips, prongs, and pistols. Barehanded, though, you daily enter a classroom of exhaustingly active creatures known as students. Do they want to do the things the course of study and the school officers say you must get them to do? Do they avoid devising ways to torture your very soul? Does the public help you out instead of siding with the young scamps? No, no, a thousand times no! The hard, dry person who veritably reeks of schoolmarmship has been forced to her condition as a defense against the thousands of emotional repressions over months and years. When

she would flee, or scream, or use a cudgel, her professional requirements made her smile, and croon patient words of advice into ears affixed to what often seemed heads of stone. She did not know how to relax and remain mellow, so she shrivelled.

If you are clever you can relax even on the job without shirking a whit your responsibilities. In the school, temper your achievement goals to the capacity of individuals; reduce haste in attempting to achieve learnings in students; vary your procedure among lecture, visual aids, written devices, student activity in questioning and other discourse; avoid over-attention to petty infractions of decorum; reduce routines to mechanical efficiency; avoid procrastinating with your records, plans, and lesson preparations; learn clearly what your superiors expect of you; chat during your leisure with those colleagues who are not habitual gossipers or fault-finders.

Learning to Relax

Relaxing as I refer to it does not mean merely to hang physically limp or to make a good stretch and yawn, though these, like mental diversion, have their places, as means. What then is the end? It is simply a feeling of emotional well-being. You were angry, or discouraged, or worried. If after any activity you now feel hopeful, contented, possessed of a sense of

humor, confident that your problems are not as unrelenting as they seemed, in love with life again, you are relaxed—emotionally repaired.

You say, "Anybody knows that. You aren't telling me anything I don't know." None of "your impudence; I know I'm not. But like such health habits as eating green leafy vegetables, wearing comfortable clothing or getting regularly long nights of sleep, the habit of relaxing, though recognized in lip service, is badly neglected, especially by teachers and preachers. We are so concerned with our rightful obligations to be good community examples that we fail to enjoy our own lives even as much as we properly might.

Now this does not mean that you should cast restraint to the wind. Let's get straight on this right from the start. Mere thrill seeking is not effective as relaxation. Excesses that debilitate return us to the depression we set out to escape. Whatever we do must be temperate, entirely satisfying to our ideals, aspirations and conscience, and must serve as a repair job, not a patch-up one. Furthermore, it requires intelligence and thoughtfulness to determine how to relax. Moods, physical condition, the cause of our doldrums, temperature, the season of the year, the time of day, and the like are only a few of the factors to be considered. Hence, not recklessness, but studied procedure is necessary.

When work is over, forget it. Get physically comfortable. Bathe your eyes; remove binding clothes; bathe in soothing warm water; eat

attractive food slowly and temperately; drink the water you neglected during the day; turn on the radio to a program which does not stimulate serious thinking; and *don't let anyone talk shop to you until you feel entirely refreshed.* Physical comfort aids mental and emotional repair. Do this every day.

Find a Hobby

Do something you enjoy at the time. If cooking, gardening, puttering about the house are not your routine, sometimes their very variety pleasingly diverts. Learn to love sports, even those you can't play. Sports pages and radio descriptions of contests afford opportunity to escape from worry. Read solid, fine literature. Returning to such books is akin to visiting interesting people and places. Frequent operas and musicales. You need no technical knowledge whatever to enjoy their lovely scenes and sounds. Get out of doors. Walking beats driving for relaxation because of its reduced tempo and lessened consciousness of hazards. Yet, driving brings tonic sallies into areas away from the commonplace and amidst Nature's soothing simplicity or exalting grandeur. Engage in a hobby: art, mechanics, or anything else constructive, if you don't let it become another cause for worry or other pressure. Get off, alone, at times, even on occasional weekend trips. Select regular associates with pleasing personalities. Don't pile up debts.

Young teacher, I fear you are

getting weary of the sage's offering. A big book could scarcely hold all of the suggestions which could be listed as easy modes of escape from emotional stress, and as sure means of keeping out of the I-knew-she-was-a-teacher class. If you have a pencil handy, jot these few guiding principles on your cuff. Relax as a habit, not sporadically, but daily and throughout the day: (1) Keep your work in hand and your economic affairs in good shape. (2) Vary your re-

laxation to meet your needs. (3) Don't be an habitual gossip or grumbler. (4) Let each day be an adventure into purposely sought pleasant diversions which will in turn become the dream substance of the day after.

Like all new habits which must replace old ones of long standing, this won't be easy; but all of the patience, fortitude, and intelligence you use to achieve the habit of relaxation will pay you dividends all of your life.

Vocational Education of Negroes

Editor's Note: The following two speeches were broadcast by Station WMAL, Washington, D. C., and the blue network of the NBC, November 10, 1937, as a part of the program of the eighth annual broadcast on the education of the Negro, sponsored by the Office of Education, during American Education Week. In keeping with our policy of bringing to our readers news of recent happenings of educational significance among Negroes, we are reprinting these speeches, through the courtesy of the Office of Education, U. S. Department of the Interior, which we believe you will want to read and keep for future reference.

SOCIAL AND ECONOMIC CHANGES AS THEY AFFECT THE VOCATIONAL EDUCATION OF NEGROES

DR. J. C. WRIGHT

Assistant Commissioner for Vocational Education

I wish to talk to you for the few minutes allotted to me on this program concerning a very vital matter—the problem of Vocational Education.

We hear and read so much about the social and economic changes that are taking place that we are likely not to have the proper appreciation of the effect these changes are having on our daily lives. Particularly is this true of the way we earn our living. The

social and economic changes during the past fifty years have had three very definite and far-reaching effects on our standards of living and on our ability to earn a good living.

Effects of Social Change

In the first place, the occupations at which we work have been greatly multiplied. While a few old jobs have been discontinued, thousands of new jobs have been created by the discovery of new

processes, the invention of new machines, and the manufacture of new products.

In the second place, occupations have not only increased in number, but they have increased in variety. In addition, new processes, new machines, and new materials demand different kinds of skills and technical training from those to which we have been accustomed.

The third effect which social and economic change has had on the occupations at which we work is that it has made them more complex. This was inevitable. In a society characterized by simplicity, the occupations required to maintain it are simple, but in a complex society such as ours today, occupations must also be complex.

Science and invention will continue to cause changes in our mode of living so that our future workers will not have to work as hard and as strenuously as their fathers, but they will need to work, and readjustments will be made in society so that there will always be work for them to do. We need not, therefore, fear inventions and scientific discoveries for they create new jobs and new opportunities to work.

It would be next to impossible to determine the actual number of persons who have been given employment in the new industries which have developed during the past fifty years. The automobile industry is a good illustration of the way in which science and invention create new jobs as well as to make others obsolete. The National Automobile Manufacturers

Association in 1935 reported approximately five million persons employed directly and indirectly in connection with this industry. The report said that in 1895, only four automobiles were in use in the United States. In 1935 twenty-five millions were in use. Nearly a half million persons were employed in manufacturing and oil refining, over a million in sales and services, over three hundred thousand in road construction, more than two and a half million as truck and bus drivers, and a half million in the production of raw materials. Forty years ago these five million jobs did not exist.

Not only have occupations multiplied, and become more varied and complex, but their demands on workers have increased in number, variety, and intensity. In order to meet these demands, workers need more technical knowledge, greater skill, and increased flexibility. Our vocational education programs must be revised in light of these demands. Outmoded methods and obsolete equipment must be replaced by modern methods and up-to-date equipment. Education and reeducation must be a continuous process throughout the life of the individual if he is to make an effective adjustment to his work. Moreover, hand in hand with an improved educational program must go a program of vocational guidance. Without guidance an individual is in much the same situation as a moving automobile without a driver.

Federal Government's Interest

For twenty years the Federal

Government has shown its special interest in the problem of vocational education, by appropriating money under the Smith-Hughes Act for the purpose of spreading the benefits of vocational education to the masses. During this twenty-year period other acts supplementary to the Smith-Hughes Act have been passed so as to further develop the program. From a small beginning in 1917 one and one-half million pupils were enrolled in 1937.

The cooperative nature of the program under the Smith-Hughes Act, places certain limitations on the extent to which we can render assistance. While in all instances, the States and communities must take the initiative in developing the program, the Federal Government has an interest and deep concern in seeing to it that the money is placed where it is needed most and where it will do the most good. The Office of Education is interested in and desirous of cooperating with States in working out plans looking toward more adequate programs of vocational education for those groups not hitherto adequately served.

Needs of Negroes

Negroes constitute one of these special groups. While their general social and economic status makes vocational education of the kind I am stressing more necessary for them than perhaps for any other group, this very status limits their participation in the benefits of these programs. The vocational education particularly referred to here is of high school grade. The survey of vocational education of Ne-

groes just completed by the Office of Education shows that most Negro children drop out of school before they reach the high school. In fact, three-fourths of them never reach the fifth grade. Now, in order that young people may receive the training made possible by these federally aided programs, they must first of all be in school. Of course, there are other difficulties, such as the high illiteracy rate of Negroes, lack of proper guidance, general lack of educational opportunity in many places, and frequently a lack of interest on the part of Negroes themselves.

A broad, general educational foundation is essential for effective vocational education of any character and for all age levels. For Negroes this means, among other things, improvement and extension of elementary and secondary education, retention of pupils in school, and reduction of illiteracy.

The problem of vocational education for Negroes must be attacked on a broad front. The situation is so complex that no single approach is adequate. Let it be perfectly clear that the Federal Government operates on the principle of equality of educational opportunity to all, and is desirous of promoting, by every possible means, the occupational efficiency and effective citizenship of all its citizens regardless of race, wealth, or social status.

If you are in need of vocational training to get a job or to keep the job you now have, go to your public school officials and talk over your problem.

THE FUNCTION OF THE NEGRO LAND-GRANT COLLEGE IN DEVELOPING AN ADEQUATE PROGRAM OF VOCATIONAL EDUCATION AND GUIDANCE

M. F. WHITTAKER

President of State A. & M. College, Orangeburg, South Carolina

An old theory of education was that by learning to think accurately in mathematics, for instance, we would learn to think accurately in business; that learning Latin or Greek was good mental training for earning a living. We are coming now to recognize that we learn best by action, rather than by absorption. And to the land-grant college idea, we owe the thought that the best education consists in learning what we need in the form that we most need it.

For 75 years the land-grant colleges have been slowly but surely establishing in the United States, an educational ideal and system different from all our early ideas of education—that “the leading objective shall be, without excluding other scientific and classical studies; . . . to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

Early Struggles

Representing nine and one-half million Negroes in seventeen Southern States, with the combined area of more than 900,000 square miles, stretching from the shores of the Chesapeake on the north, to the sunny plains of Texas on the west, and Florida in the south; handicapped by lack of funds and equipment, despised by the supporters of the old liberal ideals in educa-

tion, misunderstood by the very people whom they were meant to serve, the Negro land-grant institutions have fought on, until today they are winning the fight for support from State and Nation; support from interested patrons, support from energetic young people who throng their campuses and who recognize that the hope of the race to survive in an industrial civilization depends on their ability to do some one thing well.

Their Special Function

The Negro land-grant college believes that vocational education is the chief and essential means by which our group, or any underprivileged group in this industrial age, can obtain economic security. What can the Negro land-grant colleges do to aid these thousands of young people to obtain a satisfactory economic life.

First, and primary, these colleges can help youth discover fully those potentialities that will lead to worthy and satisfying service. College must help search out those innate talents and develop them to the point where they will be of service in a working world. Vocational efficiency involves a combination of personality, knowledge and skills. Eaton says: “A democratic system of education should include: (a) A program of guidance to vocation and to prepara-

tion for it, and (b) a program of preparation in the several worthy vocations of the state." Certainly land-grant education is broad enough to include such a program.

Second, they can glorify work by inculcating high standards of workmanship,—excellence, if you please. Emerson said: "If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door."

In France, the national ambition may be described as a race for a ribbon—the little insignia of the Legion of Honor. It is a badge of distinction and a mark of achievement. It is bestowed on the Nation's great men who by hard work have accomplished the seemingly impossible. Land-grant colleges can teach our youth that work itself is a badge of honor, and by excellent work one may achieve distinction.

Third, they can point out to youth that the stability of our whole economic and social structure depends on the thing we call

vocation. It matters not to what race one belongs, or where one lives, or into what vocation one may go, all face the same fundamental problems; the problem of making a comfortable living, the problem of home and family, and the problem of laying by something for the future.

We still have the unemployed. We still have the ill-fed, the ill-clothed and the ill-housed. We still have tax burdens. We still have the bulk of our group living below decent standards. What a challenge to the land-grant institutions to help our youth come from under these burdens by cutting away all useless frills and foibles and thru efficient vocational preparation and sound character build a satisfactory life!

Picture, if you can, 17 institutions in as many states, with a thousand staff members serving 15,000 students, worth in the aggregate 14 millions of dollars, devoted primarily to the education of the industrial classes and the common people, and I say to you, there is the leaven that must lift the mass of Negroes to a plane of true American citizenship.

The true, strong, and sound mind is the mind that can embrace equally great things and small.—*Samuel Johnson.*

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Question: I am an elementary school teacher with normal school training. I want to take further courses for the purpose of increasing my efficiency as an elementary teacher. What subjects would you advise me to emphasize?—H. G. B.

Answer: In replying to this we shall assume that you have a readily workable knowledge of the traditional content of the elementary school, such as language, social studies, arithmetic, and spelling. But even with this limitation, the answer depends largely upon the normal school and the time of your graduation. The normal school of a few years back placed emphasis upon methods of teaching subject-matter as opposed to emphasis upon methods of teaching *pupils* subject-matter. This is a type of subject-matter emphasis of which there is much current complaint. The teaching of, say, reading and arithmetic was essentially the teaching of reading and arithmetic to normal children, but the concept of the normal child was vague, as is true today. Moreover, because of lack of time and often because of inadequately trained faculties, the cadet teacher was taught what to do in a specific way with wholly inadequate attention to why it should be done. In this respect this type of teacher training reminds one of traditional trade training with its job-sheet technique.

The emphasis of late has shifted to understanding the nature of the child, the nature of the society in which he lives, and the inter-relation of these. The approach is essentially clinical and derives its importance from problems of individual differences and the abstractness of the average child. The adequately trained modern teacher must know how to diagnose pupil difficulties, have at hand a store of possible remedial attacks, be able to check results of remedial treatment in order to avoid loss of time and energy and to avoid injuring the child through blindly following hunches and improper diagnoses. Much of the treatment must be of the group type, and thus the teacher must master the principles underlying wholesome human relations.

It follows then that it is advisable for you to emphasize subjects involving factors in child development and growth, the significance of variabilities, and reasonable mastery of clinical practices in their larger social significance. If I were you, I would select at least three-fourths of my studies in the broad field which applies the principles of biology, sociology, psychology, and psychiatry to the problems of elementary education. And I would select my courses with due reference to appropriate sequences.

—H. H. L.

Graphic Arithmetic

GRACE L. PRICE

Most students who have reached the junior high school level are so disinterested in arithmetic that we teachers cannot hope for much learning from them unless we revive their interest in the subject. This may be accomplished by making the arithmetic course a live project where possible. The following presentation worked wonders on a seventh grade class of X school.

I. Topic

Pythagorean Theorem

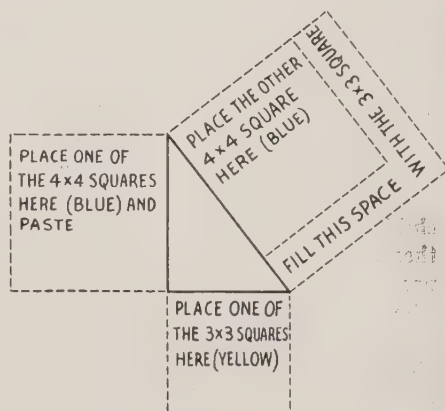
II. Objectives.

1. To lead the class into an activity that will in turn incite interest.
2. To use this pupil activity as a means of simplifying the principle of the theorem so that slower students need but little or no extra time to grasp the topic.
3. To arouse interest through competitive work on notebooks for a "hobby fair."

III. Procedure

1. Wrote theorem on the board, giving some history of the same as regards its author, the time he lived, place, etc.
2. Defined the underlined words in: "The square described upon the hypotenuse of a right triangle is equal to the sum of the squares described on the other two sides."

3. Had students draw a right triangle of which the vertical side was four units (half inches) and the horizontal side was three units (half inches) long.
4. Had students draw on colored paper (blue) two squares $4'' \times 4''$ to fit the vertical side of the triangle; and two squares $3'' \times 3''$ (yellow) to fit the horizontal side of the triangle.
5. Had students fit these squares to the triangle as in the following figure:



6. Checked the figures and had students whose measurements were inaccurate to make the figure until it was perfected.
7. Had students explain the meaning of the completed figure as related to the

theorem. If anyone failed to understand the relationship, then the point in question was clarified.

8. Had students put the figure in their notebooks and write an analysis of the theorem step by step, using the figure as a part of the analysis which was written under the heads; (a) given; (b) proposition; (c) proof.

IV. Results

1. Those who knew nothing about a ruler were discov-

ered and instructed how to use one.

2. The most disinterested pupil became enthusiastic about the making of a perfect figure.
3. The activity produced an experience that revealed the underlying principle of the theorem to the dullest pupil without unpleasant means.
4. Two notebooks from this grade won "blue ribbons" on the hobby fair.

Books with Negro Characters for Children

DOROTHY B. PORTER

AKELEY, CARL AND MARY. *Lions, Gorillas and Their Neighbors*. (New York, Dodd, Mead and Co., 1932, \$2.50, 7-9*.)

A true picture of the wild folk of Africa, a well-written chapter, on the strange folk—the Pygmies—is included in the volume.

ANDREWS, JANE. *Seven Little Sisters Who Live on the Round Ball That Floats in the Air*. (Boston, Ginn and Co., 1924, \$.64, 3-4.)

First published in 1888, these stories about Eskimo, Arabian, Swiss, Chinese, Negro and German girls clearly show that all children no matter what the race or color are brothers and sisters.

BANNERMAN, HELEN. *Story of Little Black Sambo*. (New York, F. A. Stokes and Co., 1923, \$.50, 1-3.)

First published in 1898, this humorous story of Black Sambo and his adventures with the tigers is enjoyed by all young children.

BANNERMAN, HELEN. *Sambo and the Twins. A New Adventure of Little Black Sambo*. (New York, F. A. Stokes and Co., 1936, \$1.00, 1-3.)

Sequel to *Little Black Sambo*.

BEST, ALLENA C. *Girls in Africa*. (New York, Macmillan Co., 1928, \$2.00, 6-8.)

Adventures of Isobel, a white girl, who went to Nigeria, and of several other little girls, Mowa, Howa, Asbu, Moy and Daria, from various African tribes.

BEST, ALLENA C. *Sunhelmet Sue*. (New York, Lothrop, 1936, \$2.00, 8-12.)

The adventures of Sue, who wanted to go to Africa and be an archaeologist.

*Grades for which the book is suitable.

BEST, HERBERT. *Garram, the Chief*. (New York, Doubleday, Doran and Co., 1932, \$1.75, 6-8.)

Garram, the hunter, after many adventures is chosen to rule over several African tribes. African life is portrayed from the point of view of the native, rather than the visiting white man.

†BONTEMPS, ARNA, AND †HUGHES, LANGSTON. *Popo and Fifina, Children of Haiti*. (New York, Macmillan Co., 1932, \$1.50, 4-6.)

A charming story of two little Haitian children. Charminglly illustrated by †E. Simms Campbell.

†BONTEMPS, ARNA. *Sad-faced Boy*. (Boston, Houghton Mifflin Co., 1937, \$2.00, 5-8*.)

Slumber, sad-faced boy, and his two younger brothers go to Harlem from Alabama and form a band. After a series of adventures they return home, having learned that there is no place like home.

†BONTEMPS, ARNA. *You Can't Pet a Possum*. (New York, W. Morrow and Co., 1934, \$1.50, 4-6.)

A sympathetic story in dialect of Shine Boy and his dog, Butch.

BORTON, ELIZABETH. *Our Ethiopian Cousin*. (New York, L. C. Page and Co., 1935, \$1.00, 4-8.)

Customs and manners in Ethiopia today.

BRAUME, ANNA. *Honey Chile*. (New York, Doubleday, Doran and Co., 1937, \$2.00, 2-6.)

"A story of Jane's good times while visiting her aunt and uncle at Magnolia Hill, their Alabama plantation."

CENDRARS, BLAISE. *Little Black Stories*. (New York, Brewer and Warren, Inc., 1931, \$1.75, 4-8.)

Stories which "the big children of Africa tell around the fire at night to amuse themselves and to keep watch against the beasts who roam" in the woods.

CREDLE, ELLIS. *Across the Cotton Patch*. (New York, Thomas Nelson and Sons, 1935, \$1.50, 3-5.)

A little white girl and boy from the big house have much fun playing with the little black twins Atlantic and Pacific and their baby sister Magnolia.

CREDLE, ELLIS. *Little Jeemes Henry*. (New York, Thomas Nelson and Sons, 1936, \$1.50, 3-5.)

A picture story book of a little colored boy and his trip to the circus.

†CUTHBERT, MARION. *We Sing America*. (New York, Friendship Press, 1936, \$1.00, 6-12.)

An adequate survey of the history and progress of the Negro written from a modern point of view. Teachers in the elementary school can adapt it readily to their use.

DINKINS, PAULINE E. *African Folktales*. (Nashville, Tenn., Sunday School Publishing Board, 1933, \$1.00, 4-6.)

Stories with a moral told to the author, who was a medical missionary in Africa. Illustrated by Effie Lee Newsome.

DU CHAILLU, PAUL. *Country of the Dwarfs*. (New York, Harper and Brothers, 1928, \$2.00, 5-8.)

†Negro authors.

Strange stories about the African pygmies. First edition published in 1870.

DU CHAILLY, PAUL. *Wild Life under the Equator*. (New York, Harper and Brothers, 1928, \$2.00, 5-8.)

The life and customs of wild tribes in Equatorial Africa.

ELLIOTT, KATHLEEN M. *Riema, Little Brown Girl of Java*. (New York, Henry Holt and Co., 1937, \$2.00, 3-6.)

"A story about the fascinating adventures of a small brown girl, told in delicately beautiful English."

EEVANS, EVA. *Araminta*. (New York, Minton, Balch and Co., 1935, \$2.00, 2-4.)

A popular story of a little colored city girl who visited her country grandmother in Alabama.

†FAUSET, ARTHUR HUFF. *For Freedom*. (Philadelphia, Franklin Publishing Co., 1927, \$1.50, 8-12.)

Biographies of Negroes which reveal the history of the Negro from the time of his arrival in America to the present day.

(To be continued)

Recreation, A New Career

ERNEST T. ATTWELL

Many years ago, in many communities in America, one or two particular professions represented the leadership in the town to which the masses looked for direction in most of the civic and personal affairs. It was expected, for example, that the minister of the Gospel could give advice and guidance not only in things religious but in things temporal. Considerable responsibility was placed on his shoulders for direction in economic, political and social welfare questions. The doctor, also, came in for a larger responsibility than his special training in medicine would indicate. While in some sections this is still partly true, the complex and changing conditions in most communities have made a demand for persons especially apt and trained to assume leadership in definite fields. This has given rise

to the greater use of such terms as "specialist," "expert" and the like. In fact, many of the professions have recognized the need for a division in their one time "all purpose" training and activities.

Organized recreation, generally called community recreation, has been going through the same evolutions as the other professions. Play, of course, is not new, but its organization and its professional administration has developed during comparatively recent years.

In a brief discussion, such as this article must represent, there will be little room for statistics. However, one needs to give a setting by indicating the growth of community recreation, particularly in the publicly supported programs. The National Recreation Association, the only national body dealing ex-

clusively in the promotion of wholesome recreation opportunities for all citizens in the United States, publishes a monthly magazine called *Recreation*, and one issue each year is designed as the Year Book number. This issue carries much of statistical detail with reference to the reports received from towns and cities concerning facilities such as playgrounds, indoor and outdoor centers, and equipment for special activities such as tennis, etc. In 1915 the Year Book number proudly reports a total of 432 cities having playgrounds operating. The past year, it reports in the summary: "Number of cities with play leadership or supervised facilities, 1,122." This business of *supervision* is important to note because in 1915 there were 67 of the playgrounds reported "under no supervision."

Supervision is important also because it relates closely to the caption of this article. The 1915 statistics stated that "7,597 workers were employed." The summary for 1936 gives the employed recreation leaders as 46,550. The 1915 report gave a total of \$4,066,377.15. In 1936 the amount reported for the expenditure for public recreation was \$56,287,176.80.

I cannot discuss the values nor the contribution which directed recreation makes to community and individual life, but with the increased appreciation of its importance, it is reasonable to assume that a greater demand will be made for trained leadership. In appraising communities on the basis of

their facilities and equipment, the appraisal schedule gives certain points for activities being conducted, but a greater number of points for the leaders employed with much emphasis on leaders in the special fields of recreation; including music, drama, arts and crafts.

Leadership Requirements

I have merely tried to give a limited background to show that the field of recreation from a publicly supported viewpoint makes a demand for persons especially qualified for leadership. The demand is for persons with more than formal educational background, or talent, or "love for children." It is that they also have skill and organization technique. The present program in many cities introduces so many features other than physical and highly organized games that any person contemplating training for leadership will find a need for a broad and liberal training. A leader of today must have an acquaintance with, and an understanding of, social and other agencies. In a brief bulletin covering "Universal Qualifications" for a recreation superintendent is found this suggestion: "Courses in literature, dramatics, classical and applied art, music and athletics should prove invaluable." After several years of practical work in the field "courses in public administration and finance, city planning, educational administration, community organization, personal management and others will be very valuable." The qualifications for a community center and playground director call for the equivalent of



Scurlock Photo

MEMBERS OF NATIONAL RECREATION ASSOCIATION INSTITUTE FOR WORKERS AMONG COLORED PEOPLE, HELD IN WASHINGTON, D. C., JULY, 1937.

two years of university work, and, the specifications add: "It is too much to expect a director to be highly skilled in all activities, but if the director is skillful in three groups of activity out of the following eight, he will be fairly well equipped: athletics, dramatics, story-telling, nature study, folk dancing, music, camp craft, handicraft. Since athletic activities are so important in the playground program the playground director should be well prepared in them. . . . The director should have a practical knowledge of organization of activities, including knowledge of how to organize leagues, tournaments, exhibits, demonstrations, entertainments."

Opportunity for Leaders

That recreation has developed a

new profession is indicated by the number of colleges and universities recognizing it in preparing their special courses. Students preparing to take positions in municipal recreation departments may now major in recreation. The opportunities for graduates with this special training are multiplying. Not only are there opportunities as community center and playground directors, but settlement houses and other agencies are including more recreational activities in their programs than ever. The efficient camp director is hard to find, as is true of experienced directors for recreational drama, music, nature-lore, arts and crafts; and for effective social recreation. The rural field is almost untouched by leaders, despite the need. Also the

need for recreation programs in connection with all types of institutions, including hospitals, is increasing.

Preparing Negro Leaders

Because Negro schools have not emphasized training courses to fit students to meet the requirements of recreation jobs, the National Recreation Association has, as a part of their education or training service, provided several institutes. During the past summer, the staff of the Association conducted a recreation institute in Washington. There was offered a composite, five-week course, covering subjects in administration, philosophy, social, playground and girls' activities, nature lore, drama, music and arts, and crafts. Thirty-five students from nineteen states and the District of Columbia registered for the course. Over a hundred people applied for admission, but the registration was intentionally limited in the hope of obtaining a higher quality of registrants. The educational background of the 35 registrants was in itself an indication of how well that hope was realized; over half had bachelor's degrees, while four had master's degrees, and none of the remaining had less than two years of college work.

Notwithstanding the emergency workers allocated to recreation "projects" in various communities, the call for more specifically trained leaders to supervise and administer the program indicates a demand far beyond the supply. Specialists in community drama and community music are difficult to find. Favoritism in appointments is employed less than in the past. Cities are making appointments now through the merit system, which makes the examination of applicants compulsory. This means that individuals seeking the best positions, which now pay from \$1,200 to \$3,000 per year, must not only possess skills but knowledge of the philosophy and literature of this new profession as well. Not only the large cities but the smaller communities and some county units are being rapidly organized with recreation systems as a part of their departmental tax-supported programs.

Thus there looms on the occupational horizon a new field and an opportunity to qualify for a career that, while in its pioneer stage, offers much more in the way of service, satisfactions, and compensations to those who wish unselfishly to help others find and enjoy, through worthwhile recreations, the "more abundant Life."

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

EDUCATIONAL NEWS AND EVENTS

Inaugurations

Marquis LaFayette Harris was inaugurated as President of Philander Smith College on October 26, 1937.

Dwight Oliver Wendell Holmes was inaugurated as the 6th President of Morgan College on November 19, 1937.

Exhibitions

The college wing of the Fine Arts Gallery of the Office of Education, U. S. Department of the Interior, was formally opened on November 12. On exhibit are 147 oil paintings by college students in the United States. Howard University's art department is represented by 10 paintings by Francis Gibson, Eva Williams, Albert J. Carter, and Louise Johnson.

● Howard University's Gallery of Art has a tentative program of twelve exhibitions for the school year. These include paintings of and by Negroes as well as prints and works by "old and new world" artists. Alonzo J. Aden is in charge of these exhibitions. James V. Herring and his staff are making Howard University's art department one of the best to be found in colleges.

Statesman

The November issue of *The Southern Workman* is devoted

mainly to testimonials to Jackson Davis—Statesman. Dr. Davis of the General Education Board is leaving the South to make his home in New York City. A large number of his friends have written letters of appreciation of the services he has rendered for the improvement of the education of underprivileged peoples.

George-Deen Funds

Over six million dollars were paid to the States for the extension of vocational education under provisions of the George-Deen act recently passed by congress. These funds are the payments for the six-month period ending December 31, 1937. Under the administration of the U. S. Department of the Interior, over two and a half million dollars were paid to the thirteen Southern states in which a majority of the Negroes live.

Recreation in Mobile

23 play centers have been opened in Negro communities of Mobile where no recreational facilities were available before, and 65 well trained workers are now employed to supervise them. With the assistance of the WPA this Alabama city has developed a comprehensive program of supervised recreation for Negroes.

Narcotics in China

A recent Associated Press dispatch states that the American Narcotic Defense Association blames the flooding of North China with narcotics, refined in Manchukuo, by the Japanese for "the moral degradation of the Chinese people and the success of Japanese arms." Dr. Arthur La Roe, the association president, has said that with the aid of marihuana, the United States is creating new drug addicts at the rate of 100,000 a year. He characterized the "reefer" parties among high school youngsters as the biggest immediate problem in combating the narcotic traffic.

College Activities

● Kentucky State Industrial College has reorganized its administrative system into the division of applied sciences, the division of arts and sciences, and the division of education. Special plans have been formulated for improving the advisory system. The director of special studies, D. H. Bradford, associate professor of history and government, is working on a department plan to make a study of the contributions and activities of Negroes in the early life of Kentucky. An International Relations Club has been organized in this department "to promote and cultivate the interests" of its majoring students.

● Atlanta University's Art Exhibition Series is giving lovers of art many opportunities to see examples of the best in that field. Very recently examples of lettering and

illumination in European manuscripts from the 12th to the 17th century were exhibited in the exhibition gallery in the Library. Previous exhibitions have included examples of living American art, Japanese woodcuts, original African Negro carvings, and the newest works of Hale Woodruff, art instructor in the Atlanta University system.

● Hampton Institute's student Y.M.C.A. and Y.W.C.A. have ended a membership drive by enrolling 802 of the Institute's 1,061 students. The program of the two associations includes weekly forum meetings, study groups, charity work, sunrise and vesper services, and the presentation of nationally and internationally known speakers to the entire student body.

● Shaw University commemorated the 72nd anniversary of its founding with Founder's Day exercises on November 19. Judge Armond W. Scott of Washington, D. C., was the principal speaker at the exercises. Other events during the day included memorial services at the grave of Dr. Henry Martin Tupper, founder of the University; a broadcast of the President's annual message; an Alumni luncheon; and a dramatic presentation by the Shaw Players.

● Only two members of the 1937 graduating class at Morehouse College were found to be out of work following a recent survey of the activities of the 71 members of that class which was the largest on record to be graduated.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

Stop Annoying Your Child

Rose Zeligs gives an informative report on the results of a study, in *Hygeia* for November, 1937, involving 450 eleven year old children who were "asked to write out the things their parents do that annoy or irritate them." Five main problems were discovered and classified by the author. (1) "The emotional attitudes of parents": illness, temper, nerves, nagging, moodiness, and slapping which the author terms "an expression of your own annoyance," are all examples of unwise expressions of emotional attitudes which harm children. (2) "The child's need for personal freedom"; "It is only by permitting him to have experiences with things and people that you will help your child develop interests and social attitudes." "Don't try to protect him by building a wall of ignorance around him." (3) "Democracy in the home"; "Mutual consideration should exist between parents and children. The child is entitled to a peaceful and quiet home environment!" (4) "Your attitude toward your child when outsiders are present"; "When company comes treat Johnny as a normal member of the family, but don't single him out for special attention." (5) "The standard you set." In this final

problem the author cautions parents to be careful to develop mutual feelings of trust and security between themselves and their children, to be careful of their manners and their personal appearance. "Children are keen psychologists. They can size us up pretty well. The modern child does not put his parents on a pedestal. He knows you, accepts you, forgives you—but he is your severest critic." The author also presents An Annoyance Test which both parents and children can use for rating each other objectively.

A New Community Center for Negro Citizens

Harry K. Parker tells about the new \$60,000 Windsor Community Center for Negroes in Greensboro, N. C., which was completed in August, in the November issue of *Recreation*. Long a dream, the Center suddenly came through replete with swimming pool, auditorium and club rooms, and is providing a rich indoor program of recreation and civic activities for the Negroes of Greensboro. "With the recent appointment of a full-time director of recreation for Negroes [Mr. Parker] the Greensboro Recreation Commission has taken steps to meet adequately the need for a city-wide recreation program for the colored people of the community."

The Socio-Economic Status of the Home as a Factor in Success in the Junior High School

Harl R. Douglass and Joseph H. Collins report the results of an investigation of the socio-economic status of the home of each of 146 superior students in the Northeast Junior High School in Kansas City, Kansas, in *The Elementary School Journal* for October, 1937. These students, with intelligence quotients of 110 or higher were divided into three groups: failure, those who were failing in at least one major subject or were receiving school marks that averaged no higher than the lowest passing mark; success, those who were receiving marks averaging better than the average marks, and average, those who were receiving the average school marks. Using the Sims Score card for Socio-Economic Status, the writers' findings indicated that "the unfavorable home conditions under which pupils of the failure group live are a contributing factor of major importance in their unsatisfactory school work"; "pupils of the success group seem to be coming from homes that stand out above those from which the pupils in the failure group come. Homes of the average group also show distinct and significant advantages over those of the failure group."

Responsibility of the Public Schools in Training Persons to Live Well

This article in *School Management* for October, 1937, is condensed from a speech made recently by Dr. Edwin C. Broome,

Superintendent of Philadelphia Schools, before the National Recreation Congress. In addition to a discussion of education, its objectives, and the responsibilities of educators, Dr. Broome calls attention to the following major needs of society: "1. More extensive provision for the use of leisure time, which is rapidly increasing as the result of the lessening of working hours. This need must be served partly by educating people to make a sane and constructive use of their increasing leisure; and partly by more adequate physical provision for the use of leisure time than has been made in the past through such public facilities as parks, recreation centers, forest reserves, public libraries, museums, and similar facilities. 2. More extensive arrangements through the school, the press, the forum, and all other institutions for the dissemination of unbiased truth to the end that our democratic form of government may be preserved and improved. 3. The need of a revival or some other influence that will grip men's souls and recapture their traditional sense of ethical and spiritual values. 4. The need of building up in the conscience of the people a determination to establish enduring peace among the civilized nations."

A Mother Looks at Education

"Women are notably emotional in their viewpoint but, in matters concerning their offspring, they possess a canny rationalism mixed with a singleness of purpose that might well be utilized by school executives who are responsible for

shaping educational policies," states Miriam Righter in the November issue of *The School Executive*. In addition to criticizing many portions of the school program, Mrs. Righter, of Iowa City, Iowa, gives a valuable list of the things demanded of schools by thinking parents: "First and foremost is the hope that the child may be imbued with a love for study, that he may develop an eagerness to learn, and that he may have some idea of the value of time. He needs to be taught well the technique of written and spoken languages, the rudiments of elementary mathematics, and a conception of the geography, history, traditions, and institutions of at least his own country. He needs to be provided with a set of standards of conduct, and he should be taught the virtue of hard work. He should know, too, that training him to make a living does not necessarily train him to live."

The Function of the Negro Cultural College

Margaret McCulloh writes of two approaches to the question of the function of the cultural college for Negroes—racial and universal, in the October issue of *The Journal of Negro Education*. Miss McCulloh, assistant professor of history in Lemoyne College, presents an interesting analysis of college needs in preparing Negro youth for living among themselves and among other racial groups. The author states that the racial approach "has a limited, definite, attainable aim." "The universal approach is more difficult. Its aim is higher, definite in abstract rather

than concrete terms, and varying in application with every group and individual. Yet in it alone is there much hope for that which we have conceived from the outset of this consideration to be the good—for the development of human personality fully and harmoniously to its own perfecting among the students and through others to its own perfection in those for whom they may create, discover or interpret the old and new truths and beauties of life."

You Might Also Like to Read—

Instrumental Music for Crippled Children—Gladys M. McAlister tells of a project, launched by the WPA, for instruction in instrumental music at Michael Dowling School for Crippled Children, Minneapolis, in the October-November issue of the *Music Educators Journal*.

Installing a Room Library—by Lou Myrtis Vining, and also *The Story of Food*, an illustrated unit of work by Katherine L. Julian, both of which appear in the November issue of *The Instructor*.

What Is a Scientific Attitude?—this question is raised and ably discussed by Hampton Institute's assistant professor of biology, Kenneth B. M. Crooks, in *The Southern Workman* for October, 1937.

The Negro Nurse—the November issue of *Opportunity* is devoted to articles about the Negro nurse. The articles are written by some of the outstanding members of the nursing profession and give needed publicity to this group which is playing such an active part in

improving the health status of Negroes.

Reflections on Negro Leadership—George S. Schuyler presents his reflections on leadership among Negroes, as a result of a recent trip to 35 industrial centers where he came in contact with Negro workers, in *The Crisis* for November.

Directory of Negro Hotels—in the November issue of *Service* several pages are devoted to a directory of Negro hotels in the United States. This is probably the first complete list to be published in a widely circulated magazine and it should prove helpful to both the regular and the occasional traveler.

Some Factors to Be Considered by Prospective Teachers—Oscar J. Chapman gives some needed advice to prospective teachers in the September issue of *The Bulletin* of the Association of Teachers of Negro Youth of Arkansas.

Suggestive Materials for Education for Citizenship—Wilhemina E. Hamlin of Virginia State College presents much helpful material for use on all school levels in the May issue of the *Virginia Teachers Bulletin*. Also included in the same issue are articles by Eva C. Mitchell of Hampton Institute; T. Vivian Tucker, librarian, Booker T. Washington High School, Norfolk; Carl M. Hill, George P. Phenix Laboratory School, Hampton; and others engaged in educational pursuits in Virginia. This bulletin continues to set a high standard for teachers' association organs.

The Endocrine System and Its

Controls—H. R. Miller, M.D., presents a detailed discussion of the ductless glands, which form the endocrine system, and their relationship to many of the functions of the body, in *Child Study* for October.

California Youth—presented in the October issue of the *California Journal of Secondary Education* is "a symposium of articles describing what the educational agencies of the state are doing for the young people. It includes accounts of the work of the NYA, the CCC, the State Department's Correspondence Service, the Youth Hostel movement, and the schools."

Just What Are These "Isms"?—a detailed comparison of Communism, Fascism, and Democracy, on certain significant points, is presented by Clyde R. Miller in the October issue of *The Clearing House*.

Vocational Choices—Before and After College—L. D. Hartson presents results of a study at Oberlin college which indicate that counselors may greatly reduce the uncertainty of college students in choosing vocations, and the waste of student time, through serious study of vocational histories of college applicants, in *Occupations* for November. Also included in this issue is Robert Hoppock's interesting and helpful article on *Occupational Teaching Aids in the Movies*. He presents a technique for the use of teachers who may wish to use the movies as a means of helping students in their vocational choices.

Homemaking for Boys and Men

—Hattie E. Anderson tells, in the November issue of the *Journal of Home Economics*, of the program in the Milwaukee Vocational School which seeks to help the young man in "his responsibility as a member of the family, his habits regarding food, his choice of clothing, his buying habits, his recreation, his social behavior, and his efforts toward personal improvement that will lead to progress in his chosen vocation."

The Teacher's Need for a Philosophy of Education—a thought provoking article by Carroll D. Champlain in *The Journal of the National Education Association* for November. The writer stresses the necessity for teachers to pause at intervals and make personal inventories and appraisals in order that they may have a clearer understanding of their "present purposes and future plans."

Art Teaching in the Grades—John T. Lemos discusses "three principal avenues through which a teacher can approach the subject of art in her everyday classes: Handicrafts, Integration, and Free Expression," in *The Grade Teacher* for November.

Library Service in the Camps—Harmon J. Chamberlain tells of the activity of 1,849 small Government libraries in the CCC camps in the November issue of *School Life*. Also included in the same issue is a bibliography of books and articles dealing with Christmas, and two interesting maps; one showing the location of the Land-Grant Colleges and Universities and the other showing the average

number of days attended by each pupil enrolled in each state, 1935-36, in elementary and secondary schools.

Book Reviews

DEMOCRACY IN DENMARK. Josephine Goldmark and A. H. Hollman translated by Alice G. Brandeis). (National Home Library Foundation. Washington, D. C. 25 cents.)

This is a volume in two parts; Part I, by Josephine Goldmark, discusses democracy in action in Denmark; Part II, by A. H. Hollman, translated by Alice G. Brandeis, describes the growth of the folk high school. The purpose of Part I, which will be summarized here, is to study Denmark's success in overcoming its farm collapse, its emergence from the depression; to determine the direction in which its experience points and the philosophy on which the experience rests.

The present growth of Denmark began with the abolition of the feudal system in 1788. After this act the government encouraged the ownership of farms large enough to maintain their families by peasants and landless cottagers. The trend in farm ownership is shown by the fact that between 1850 and 1916 the number of farms of more than 247 acres increased 3.5 per cent, the number between 29.64 and 247 acres increased 12.1 per cent and the number of less than 29.64 acres increased 76.7 per cent. More than half of the farms are of from one to twenty-five acres. The farms are worked principally by the owners and their families or by the children of other farmers.

The drop in the price of grain, Denmark's chief product, late in the 19th century influenced the Danes to

turn to animal husbandry. The organization of farmers' co-operative societies gave to the owners of small farms the advantages of large scale operators. Through the activities of these societies breeds of animals, farming operations, selling conditions have been improved, machinery has been invented and manufactured. The government has worked on the theory that "only free peasants on their own land could be expected fully to utilize the economic possibilities and push the technical improvements on the land."

In its efforts to promote recovery from the depression Denmark has turned to the production of commodities which it formerly purchased and has begun to export some of these commodities. It has increased the number and quantity of its by-products. The government has rendered aid to farmers, has directed trade where greatest advantage can be secured, and has stimulated a reduction in unemployment.

Denmark's recovery is due to many factors. Among them are (1) the high state of literacy of the population—less than .001 per cent are illiterates; (2) the influence of the folk high schools, which aim "to inculcate religious ideals, the dignity of labor" and "self-respect"; the wide participation of farmers in government. "The people, wrote

Hart, **** have slowly made up their minds to control the conditions of their living, and to make the machinery of life subordinate to the spirit of life; they have slowly learned to do this'."

Denmark is a highly progressive country. Although it has no natural resources one-third of its workers are engaged in industry. Its merchant marine serves other nations to a large extent. It stands well up in the scale of users of telephones, automobiles and radios. Eighty-five per cent of its rural and farm homes use electricity. The country has old age pensions, health, invalidity and unemployment insurance.

C. O. LEWIS.

THE DUTY OF THE EDUCATED MIND.

Charles W. Pipkin. (Louisiana State University Press. Baton Rouge. 1936. 192 pages. \$2.00.)

This is a volume of eleven papers selected by the author from his articles and addresses prepared since 1932. Now Dean of the graduate school and professor of Comparative Government at Louisiana State University, Charles W. Pipkin is as well known for his work in behalf of international cooperation and social justice as for his distinguished service as an educator. He presents clearly the duties of educated persons when faced with many of the problems of the present day society.

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Were you pleased with this issue of our magazine? Were you displeased? We want our readers to make generous comments on the monthly issues of *The National Educational Outlook Among Negroes*. Send us a letter indicating the features you like or dislike, with reasons, and items you would have us stress more. We would also like to have mention of features which you would care to see included in the pages of the magazine. Help us to render a real service to our readers.

Readers will probably be interested in his treatment of some of these problems and particularly those covered in his papers entitled: *The Southern Philosophy of States' Rights*, *Cooperative Citizenship in a Biracial Society*, and *Social Legislation in the South* in which one of the keynotes of his discussion is this statement: "The South's heritage from the past, her present way of life, and her future decency and security are only safe when all her citizens, men, women, and children, white and black, can each in his own way, know there is security for them in making a living."

CARING FOR THE RUN-ABOUT CHILD.

Rhoda W. Bacmeister. (E. P. Dutton & Co., Inc. New York. 1937. 263 pages. \$2.50.)

Subtitled, *Constructive Guidance for the Active, Explorative Two-to-Six Year Old*, this book is a practical and everyday guide prepared by an experienced mother and nursery school teacher. The author gives sound and practical solutions to many of the problems which mothers and nursery school teachers meet in their daily contacts with children. In addition to telling "what to do," the author also tells "why and when" such things should be done, which is very important and often lacking

in books dealing with young children. This is done in connection with such problems as: controlling tantrums, removing fears, beginning sex education, eliminating undesirable habits and establishing good ones, choosing and making friends, helping the invalid child to get well. Also valuable is the practical advice on the selection of clothes, toys and play equipment, books and phonograph records for young children. This book is well written with an interesting and free flowing style, and is illustrated with 24 unusual and strikingly descriptive photographs by Tom Maley to illustrate the problems discussed. This is indeed a valuable book which young mothers, and old ones too, as well as nursery school teachers would find extremely useful.

EDITOR'S NOTE—In reference to our note in connection with the Childhood series of five volumes, we wish to state that old customers in good standing, and new customers who appear to have unquestioned financial ability may secure these books on open accounts from the Houghton Mifflin Company. This set of five books is not underpriced because, at \$19.50 they are at the rate of slightly under \$4 a volume. This is reasonable for subscription books of this character.

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Committees are being organized to advise in connection with the development of the various departments of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES. A complete roster of the committee members will appear in an early issue of this magazine.

MORE COMMENTS FROM OUR READERS

- "I must say that the first edition of the magazine received in this district was greatly praised by everyone. I believe it is going to be a grand success."—W. H. CRAIG (Lincoln-Grant School, Covington, Kentucky)
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- "I feel that the magazine makes its bow to the public at just the right time. Its appearance is very gratifying, and the material which it contains is very definitely worth reading to those who are interested in education, particularly the education of the Negro. I predict for it an increasingly important place among educational periodicals and a great influence in shaping educational opinion in America."—D. O. W. HOLMES (President of Morgan College)
- "The encouragement given by this magazine to all institutions which have something to contribute, not only gives the proper publicity to accomplishment, but also inspires those not on the doing level to action."—J. R. OTIS (Director, Agricultural Department, Tuskegee Institute)
- "If issue number one is to be taken as an indication of the pattern the magazine is to follow it is clear that it serves well as a means of diffusing general information about Negro schools. It should serve as an excellent source for group discussions."—W. A. CLARK (School of Education, Tuskegee Institute)
- "The articles were appropriate and in many instances stimulating. The broad scope of the materials and the abundant facts presented, made many of these contributions well worth keeping for reference."—I. A. DERBIGNY (Administrative Dean, Tuskegee Institute)
- "I have enjoyed reading the two issues very much and delight in recommending it to my co-workers and friends. Count me as a loyal supporter and one who enjoys your very fine magazine."—MYRTLE E. LANE (Wilson, N. C.)
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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES



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JANUARY, 1938



THE WASHINGTON NATIONAL MONUMENT
(See page 17)

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The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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EDITORIAL COMMENT

DIAMOND JUBILEE OF NEGRO FREEDOM

JANUARY 1, 1938, marked the diamond anniversary of the issuance of the Emancipation Proclamation by Abraham Lincoln. It was the culmination of a bitter struggle, repercussions of which were felt in the political, business, and social life of the Nation; and it was the instrument which gave four million human beings title in fee simple to their own bodies. Lee's surrender on April 9, 1865, guaranteed this title. Viewed from the vantage point of nearly four-score years, no single event in the life of Negroes surpasses it in nobleness of purpose, in courage of execution, nor in significance of results. It is fitting, therefore, that we should take this occasion (1) to commemorate those who by pen, voice, and sword gave themselves to the struggle; (2) to study our present situation; and (3) to reflect upon our immediate and ultimate future.

Our children should not be allowed to forget the travail through which their own forefathers, the abolitionists, and the Nation itself passed in giving birth to the freedom of their people. To fail to revere the memory of our benefactors would be to add ingratitude to indifference. In acquainting our children with the unsurpassed record of achievement of Negroes, we should also open their eyes to our faults, and our mistakes. In turning their faces toward the future, we should teach our children to be realistic; to aspire for the highest, but not to overlook the simple things at hand. Teach them that the surest road to real success is by hard work, and a *will* to succeed in the small things. We should teach our youth the difference between having freedom *given* them and in *achieving* it for themselves. In the face of limitations, obstacles, and defeats, teach them expansiveness, courage, and hope.

During the next two years, from now until April 9, 1940, the seventy-fifth anniversary of the close of the Civil War, let Negroes devote themselves especially to a consideration of certain fundamental problems which are common to all, everywhere: *problems of happy and secure home life; of occupational adjustment; of effective citizenship; of healthful living; of wholesome recreation; and of high ideals and character.*

The National Educational Outlook Among Negroes suggests this period as the DIAMOND JUBILEE OF NEGRO FREEDOM, and proposes this program for the special consideration of teachers, ministers, parents; and of educational, civic, fraternal, social, religious, professional, business, and other groups—national, State and local. No special organi-

zation is needed and no money is required. All that is necessary is for individuals and groups to decide earnestly to devote themselves during this two-year period to frequent, and where possible, regular and purposeful consideration of one or more aspects of the program. Detailed approaches will be governed by local interests and needs. It is believed that all the national organizations devoted to the interests of Negroes, and certain Government agencies, will be willing to offer help and suggestions where possible.

The National Educational Outlook Among Negroes would be glad to have comments on this proposal from its readers.



Drawn by Charles G. Brown, Booker T. Washington Junior High School, Baltimore, Md.

THE NEW YEAR

GROWN weary with living
The Hoary Old Year died
Fierce Winter wept;
Soft breezes gently sighed

Sadness like a shroud
Covered the mourning Earth
It routed careless Joy
And stifled giddy Mirth

Then from the new-made tomb
A glorious brightness sprang
Gruff Winter slowly smiled;
The breezes gaily sang

The Strong New Year burst forth
And cried, "Let all rejoice!"
The Mourners raised their heads
And joined with praising voice!
Thomas Fortune Fletcher

Effective Teaching and Pupil Achievement in Negro Schools

SHERMAN D. SCRUGGS

In April, 1928, an article appeared in the *Kansas Teacher*, the official organ of the Kansas State Teachers Association, bearing the title, "The Negro Child—An Educational Misfit." The subject matter of the article was based upon the comparative results obtained in achievement tests administered to Negro and white children attending separate schools in a certain city in Kansas. The report indicated that Negro pupils are incapable of doing the same quality of school work that white pupils are able to do.

Teachers Study Situation

Each year since the publication of the above mentioned article the Negro teachers in the elementary schools in Kansas City, Kansas, although the report did not include a survey of the educational status of Negro pupils in that city, have sought through effective teaching to improve the achievement of pupils in those schools. Those teachers assembled themselves in group meetings for conferences, discussions, and demonstrations in the methods of solving learning and teaching problems pertinent to the instruction of the Negro child. Procedures in these meetings involved the recognition of many factors which affect the instruction and

learning of the Negro pupil undesirably. The consideration of these factors included a realization in those teachers themselves of the extent of their training, the degree of efficiency which their experience had developed, and the effectiveness of their teaching skills; the examination of the mental and physical characteristics of the children they were to teach; the survey of home situations involving quality and type of out-of-school social experiences as well as economic status; the realization of the limited contacts which their pupils have with the everyday life experiences common to the average white child in that city; the recognition of these pupils' needs of inspiration and confidence in their own abilities to do an acceptable quality of work; the determination of the extent of their language usage difficulties; the diagnosis of their reading disabilities; the investigation of the causes of their inadequacy in number manipulations; and the like. In these meetings those teachers examined the curriculum materials, courses of study, and the subject matter with a view to adapting it more suitably to pupil needs and purposes. They developed methods which would be more effective in facilitating the learning of their pupils, and or-

ganized the available equipment and materials of instruction for classroom use with these pupils. These meetings gave the teachers a desire to do for Negro pupils what other teachers do for theirs. During nine years these meetings for the purposes mentioned were held.

The application of newly developed and workable instructional practices and teaching devices became general and widespread in classes. Steadily marked improvement has been observed in the quality of work done by these pupils. This improvement was reflected in the results obtained in city-wide subject-matter tests administered at definite yearly periods.

Results of Long-time Program

In a recent survey of subject matter attainment in the schools of the city achievement tests in reading, arithmetic, language usage, spelling, social studies, health knowledge, and natural science were given in each of the grades from I to VI in which these subjects are taught. An analysis of the reports available in the research department of the schools in that city revealed that the scores earned by the Negro pupils in these grades, averaged for all subjects in all grades, are reflective of a quality of work which was approximately 98 per cent of that achieved by white pupils of the city. The means of scores in grades I, II, and V exceeded slightly the means achieved by white pupils in the respective grades. The means in grades III and IV were below

those attained by white pupils in those grades. Negro pupils in grade VI did 99.3 per cent as well as white pupils in the same grade.

Improvement in Personality

A query may be made with reference to the achievement of the Negro pupils in the more important aspects of learning and of the objectives of instruction, such as the acquisition of desirable social attitudes reflected in self-control, respect for the rights of others, industry and effort, group cooperation, initiative, judgment, interests, methods of work, standards of accomplishment, and the like; and the development of capacity for creative expression and the use of freedom at these grade levels. While there are no data available from the standpoint of comparative ratings between the two groups, development in these traits has been a major objective specifically set forth by the teachers of these pupils. The appraisal or evaluation of the outcome of instruction with respect to these desirable traits has been made by observations taken of the activities of groups of pupils and by observations taken of the activities of the individual pupil. The observed behavior of these pupils in situations in which they are not conscious of observation reveals that definite measurable progress has been made in the acquisition and development of these traits.

Some Questions

It is obvious that several questions may arise in the mind of the reader as he examines this re-

port: What is the comparative age-grade status of white and Negro pupils? What is the quality of work done by the white pupils in that city? What is the extent of the training and experience of the Negro teachers? What is the attitude of the board of education toward the education of Negro pupils? How reliable are the test results reported here and under what conditions were the tests administered?

In answer to the inquiry as to the parity of the grade ages of the groups, it is seen in a study of the age-grade tables compiled by the research bureau of the schools that there are fewer over-age pupils proportionately in Negro classes in all grades reported in this summary.

As for the quality of work done by pupils in white classes in Kansas City, Kansas, schools, the data available in the research department of the schools indicate that the measures of central tendency greatly exceed the norms of the nation in all subjects measured.

Qualification of Teachers

Sixty-three teachers and principals are at work in ten Negro elementary schools in Kansas City, Kansas. They are assisted in the work with the 2,700 pupils enrolled in those schools by a school nurse, an attendance officer, and a supervisor of instruction. The personnel records reveal that approximately 17 per cent of those teachers have more than two years but less than three years of training above high school; 54 per cent

possess from 90 to 119 hours of college training, and 29 per cent hold Bachelor's degrees or the equivalent, and graduate hours to their credit in approved schools and colleges. Those teachers are required to continue their training while in service through summer school attendance or some form of extension work. The average teaching experience of those teachers amounts to ten years.

Attitude of School Officials

The attitude of the board of education in that city toward the education of Negro children is commendable. Conscious effort is made to provide as nearly equal facilities as is possible under a system in which two racial groups are taught separately. Facilities in buildings and equipment, maintenance, and supplies are more nearly equable there than in other cities of its size. The teaching load for teachers of both groups are quite equal. An equal salary scale is provided for all teachers alike. In the administration of instruction, supervision in the specialized fields of kindergarten-primary education, intermediate grade work, art, music, and health education is provided. Special supervisors serve both racial groups alike.

Reliability of Procedures

The testing situation involving the administration, scoring, and the computation of central measures and their variability is well standardized. The procedures employed in the handling of test

scores insure marked reliability for comparative purposes.

The above reported data are but additional evidence for improving the basis of the now increasing change in opinion indicating that the Negro pupil is not incapable of appropriating the offerings in at least the facts and skills in subject matter, and that he is not possessed with an inferior capacity to do a quality of school work which affects American norms unfavorably. It seems that this pupil merely awaits adequate instructional conditions. It appears

that the results obtained here in pupil achievement were largely due to the factor of effective teaching. Effective teaching implies here the process by which pupils are stimulated, inspired, and directed in such a manner as to make normal progress in subject matter achievement and to acquire desirable social attitudes and controls. It further implies the masterful employment of workable techniques and devices by the able and sympathetic teacher who is cognizant and keenly sensitive of the factors which affect the learning of the Negro child.

Brookhaven's New Negro School

The new Brookhaven Negro School, in Brookhaven, Mississippi, was completed in 1936. It has 12 classrooms, an auditorium with a seating capacity of 800, a clinic, library, and miscellaneous rooms for storage, etc. The building was built by W.P.A. funds, under the sponsorship of the Brookhaven city school board, on a four-acre campus on which it is planned to erect a trades building and a home for teachers.

All twelve grades are taught in this school, which has an enrollment of 759 pupils, taught by 16 teachers, nine of whom are college graduates. Organized on the 6-6 plan, the general program makes provision for athletics, most of which is played on the athletic field adjoining the campus, clubs, debating, a school chorus and glee clubs.

The school is approved by the Mississippi State Department of Education and has made application for recognition by the Southern Association of Colleges and Secondary Schools. The principal is A. A. Alexander, a graduate of Jackson College, who has also studied at Hampton, Tuskegee, and Atlanta University. The school is making rapid progress under his direction.

THE NEW NEGRO SCHOOL AT BROOKHAVEN, MISSISSIPPI



A Project in Improving School Attendance

MILES W. CONNOR

In October, 1936, the Association of Colored Principals of Baltimore City Public Schools voted to take as its major project for the year 1936-1937 the improvement of attendance among the Colored children in the schools of the city through the development of an "attendance consciousness" in the community. This project was chosen (1) because the matter of securing punctuality and regularity of attendance had become one of the major problems in the schools for Colored children—a problem from which many other problems grow, such as failures, retardation, delinquency and crime; (2) because the problem was not confined to any one level of the school system, but extended from the primary grade through the high school, hence, it challenged the attention of every principal alike and thus gave a central point around which all might work.

The method by which this project was to be carried out included the following means: newspaper publicity, church publicity, regional mass meetings, special talks in Parent-Teacher Association meetings and special drives among the children within each school. It was further voted by the Association that a plaque be given to the school having the highest per cent of attendance for the year and that

another be given to the school showing the greatest increase in attendance over 1935-1936. When the plans for this campaign were completed, they were submitted to the central office and were approved by the Administration.

The plan, as outlined above, was carried out in the following manner:

1. *Newspaper Publicity*—The *Afro-American* carried an article regarding the purpose of the campaign and other articles telling of its development as the campaign progressed.

2. *Regional Mass Meetings*—Regional meetings were held in the three principal sections of Baltimore—south, east and northwest—where large crowds heard the Director of Colored Schools, the Assistant Superintendent, the Chief Attendance Officer and other school officials talk about the value of regularity and punctuality of attendance in the schools.

3. *Parent-Teacher Meetings*—Every school, in its Parent-Teacher meetings put special emphasis upon the seriousness of the attendance situation. Slides were also shown at these meetings.

4. *Church Campaign*—On a designated Sunday in November, speakers were sent into practically all the churches in the city to make brief talks on the need of regu-

larity and punctuality of attendance in the school. Arrangements for these meetings had been previously made and in all instances the reception was most cordial.

5. *Individual School Devices*—Every school was urged to use such devices as might best stimulate attendance among its pupils.

The final check-up on this campaign, at the close of the year, showed a very perceptible gain in many of the schools. This gain was made in spite of many uncontrollable, but modifying circumstances, such as, increase in cases of illness from contagious diseases, increased difficulty of parents in securing assistance from welfare agencies, and other situations which affected the general rise in attendance for the entire city. The school

receiving the prize for the greatest gain showed an increase of 7.5 per cent over its attendance of last year. The school receiving the prize for the highest attendance showed an average of 92.4 for the year.

As a summary of its attitude towards this project, the Association expressed itself in these words: "As Principals of the Colored Division of the Baltimore School System, we believe that the problem of attendance, including regularity and punctuality, can never be overstressed and we pledge ourselves to continue the campaign for an "attendance conscious" community which in turn will cooperate with us 100 per cent in our attempt to eliminate tardiness and irregularity from the schools."

RECREATION AND THE BUILDING OF SELF-CONFIDENCE

(Reprinted from "Recreation," October, 1937)

Many have come to doubt themselves, their neighbors, the power of combined neighbors to work out the world's problems.

There is need to help each child, each man to find the activity he carries on supremely well. Most individuals excel in at least one activity. Perhaps the man is an unusual fisherman. Perhaps there is one flower he grows earlier or better than anyone else. Perhaps he has a gift with pets. Maybe there is a musical instrument that he can play supremely well. The helping of individuals to find what they do supremely well helps to build faith in themselves and sometimes faith in the world in general.

The world is so big and knowledge has grown apace. No one person can know very much of all there is to know. Many become discouraged. To help a man in his free time to master some one thing is to help him to have a little better understanding of all that vast realm of experience that he will never have hours enough to find out about for himself in one lifetime. To master some one thing helps him to realize that the rest of the world within limits is also masterable.

Ability to do one thing well, with or without recognition of this ability by one's neighbors of the moment, gives a person an inner sense of power, of status, that is most important to his continued growth.

HOWARD BRAUCHER (*Secretary of the National Recreation Association*)



W.P.A. ADULT EDUCATION CLASS IN MACON, GEORGIA

W.P.A. Education Program for Negroes in Georgia

WALTER R. CHIVERS

The recent World War produced an impact upon the traditional system of our democratic society which resulted in the beginning of a socio-economic evolution. The recent depression has added momentum to this social change. As the need of this change has worked itself more thoroughly into the consciousness of American citizens, it has made them sensitive to the positive values to be gained for democracy in the equitable distribution of its privileges to the masses. The Federal Government, in its role as

the legislator of American opinion, has attempted to institutionalize these values and put them into active operation.

It was early apparent that the ultimate success of these Federal efforts would depend upon a program of vocational stabilization. One of these efforts was "intended to create employment for the teachers, who, through no fault of their own, found themselves unemployed."¹ Thus was begun the W.P.A. Education Program. This article will devote its attention to

the prosecution of this program in Georgia.

Problem of Illiteracy

Mr. D. B. Lasseter, Education Director of the W.P.A. in Georgia, in commenting on the program of the re-employment of teachers, advances the opinion that "the program has unearthed an opportunity for the advancement of Georgians upon a basis of functional literacy and progressive citizenship."² It might be emphasized here that Georgia needs all that the program can offer because it has the dubious distinction of ranking 48th among the States in the matter of illiteracy. According to the 1930 Census, there were approximately 211,120 persons in Georgia who were unable to read and write. Of this number 163,801 were Negroes. These figures in themselves suggest a difficult task, but when considered in light of the social system of this state with its emotional indifference and actual antagonism toward the education of Negroes, the task seems stupendous.

Education Leaders

Negroes in Georgia have had an advantage in the quality of administration of their state W.P.A. Education Program. It has had two directors, both of whom were southern born, reared, and educated, but possessing sufficiently enlarged vision to see that the importance of their native state, as a vital factor in the national federated economy, is dependent upon a citizenship "fortified against the continuous assault of propagandists, of hatred and prejudice and the

forces of superstition and ignorance."³ Georgians, in this program, include all racial elements constituting the population of the state.

Type of Instruction

The active work among Negroes includes adult education, education for home and family life, vocational education, N. Y. A. classes, nursery schools and parent education. The only phases of the emergency education program not being actively prosecuted among Negroes are: Rehabilitation, Worker's Education and Naturalization. The following statement from a report of the W. P. A. education program expresses succinctly the reaction of Negroes to the state-wide program:

"The enthusiasm with which adult Negroes have responded to the opportunities offered through W.P.A. should clear them of condemnation. Attendance in Negro classes averages five times that in white classes in certain areas of the state. Whereas teachers must convince the white illiterate of the values of education, Negro men and women welcome the teacher as one sent to free them from ignorance and poverty."⁴

In concluding this statement, this bit of philosophy is significant in revealing the vision of the white leadership of this program—"Recent years have brought improvement in public education for Negroes, but there is still work to be done before the Negro element as a whole can become a factor of progress in the state."⁵

Some Facts

The field work among Negroes, including much of the supervision,

is done by exceptionally well-equipped and aggressive Negroes. "Forty-seven per cent of the teachers employed by W.P.A. are Negroes and seventy-eight per cent of these teach literacy classes only."¹⁶ The effectiveness of having Negro teachers teach Negroes is vividly demonstrated by the following statistics:

ADULT EDUCATION STATISTICS FROM MAY 1, 1936, TO MARCH 15, 1937

	White	Colored	Total
Number taught to read.....	2,212	4,306	6,518
Number taught to write.....	1,986	3,921	5,907
Number enrolled in First Aid and Health Classes.....	1,714	2,969	4,683
Number enrolled in Commercial Classes.....	673	72	146
Number enrolled in Braille Classes.....	94	52	146
Number receiving Domestic Service Training.....	1,421	1,036	2,457
Number N. Y. A.'s enrolled....	1,599	1,079	2,678
Number given instruction in Home and Family Life.....	3,687	3,110	6,797
Number given instruction in Home Nursing and Hygiene.....	1,138	1,606	2,744
Number instructed in nutritious meal planning and budgeting.....	2,498	2,405	4,903
Number Aliens enrolled.....	25	2	27
Number of teachers who have received employment:			
1. In Public Schools.....	47	35	82
2. In other employment.....	57	17	74
Number of students who have received private employment because of having received training in W.P.A. Education classes.....	525	625	1,150

An Urban School

The urban school for Negro adults is one of the most successful and encouraging efforts of the entire W.P.A. Education program. Particularly significant is the Opportunity School for Negro Adults conducted in the Cuyler School, Savannah, Georgia.

"This school includes all the elementary and high school grades and is manned by ten teachers, some of whom have college degrees and all of whom have two or more years of college training. The school has awarded diplomas to sixty-three adults during two years of operation. The County Board offers graduates the opportunity to take examinations and to receive full credit for work passed."¹⁸

The total enrollment of this school as of May, 1937, was 1,004, with an average attendance of between 700 and 800. This group included 617 women and 388 men representing 34 occupations. It is worthy of note that only 32 of these persons were unemployed.

The State Department of Education has announced its intention of taking over the Adult Education program whenever the Federal Government withdraws its support. Negroes in the State need to be on the alert to insure, at such a time, maintenance of the present standards, in addition to urging a full Negro supervisory staff.

¹⁴"Opportunity" W.P.A. of Georgia, Education Division, D. B. Lasseter, Spring Edition, 1937, Foreword.

²*Ibid.*

³*Ibid.*

⁴*Ibid.*

⁵*Ibid.*

⁶*Ibid.*, p. 22.

⁷*Ibid.*, p. 26.

⁸*Ibid.*, p. 24.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

The Significance of Emotion To Education

PART 2—EMOTION

FANNIE W. HOWARD

Editor's Note: In a previous issue, Mrs. Howard dealt with personality problems, the complexity of personality, and the responsibility necessary on the part of teachers setting situations so as to afford the best possible attainment for every child.

Emotion is being discussed here in terms of function. What goes on during emotional reactions? How does the body behave? Why does it behave as it does? Emotion has been defined as the reorganization of certain organs of the body "to maintain the body economy." We know, for instance, that when an individual smells a beefsteak frying, there is an increase in the salivary secretion, the movements of the stomach, the rate of heart beat, the blood pressure, rate of respiration, and contraction of the walls of the bladder. This odor causes a mild emotion. Mild emotions tone up the "normal body processes." This is due to the partial increase in the dominance of the sympathetic and the para-sympathetic nervous systems. These operate to balance the body processes, either exerting action together or operating opposite to each other. Emotion has been classified as strong, mild, and profound. A strong emotion is felt when the body

reorganizes for action, for example, in distress there is the element of surprise, and fright. The amount or the extent of the emotion is determined by the activity of the endocrine glands. The physiological side of emotional behavior should be familiar to all teachers.

Attitudes and Emotions

Attitudes have a directive force toward emotion. Although attitudes do spring out of self interests, this does not mean that they are necessarily selfish. It is socially significant that there must be a uniformity of attitudes before there can be a uniformity of behavior. To develop uniformity of attitudes toward certain fundamental problems in life is the major task of teachers. Attitudes "furnish the core of the meaning of life." The Negro teacher is faced with the task of trying to determine what is worthwhile in life for the Negro and what attitudes are most significant to the development of his personality as an American, as a Negro, and as a citizen of the world. This means that every Negro teacher must continually study, evaluate, and interpret the meaning of the social, economic and political changes going on around him.

Frequently, we find, even in the

smallest communities, two or more attitudes with opposite values, that are antagonistic, shared by the people who compose the communities, including the teachers. Negro teachers in these various communities need to get together and discuss openly and frankly, the specific and general attitudes which Negroes have toward *all questions* pertaining to the progress of all peoples. In this manner, they can be a great force for good, and for the unification of the race toward fundamental goals. There is no race that can less afford to be divided in attitudes toward vital questions than the Negro.

Since emotion is the key to learning, the relation of an experience to the needs of an individual determines and facilitates his learning. Teachers talk at length about motivation, without appreciating the kind of emotional experience the motivation of a lesson is to have. An experiment with rats has proven that learning is facilitated best by mild emotion. Attempts to produce learning under strong emotion do not often get results. Strong emotion produces tension, and when tension is present there is frustration of personality needs.

Emotional behavior is not found in an innate, specific pattern. It varies in individuals, and in a particular individual from situation to situation. Increasing age and ex-

perience greatly influence emotional behavior. Emotional behavior tends to take the form that is socially acceptable and most practical in attempting to accomplish the aims and to achieve the personality needs of the individual. Since emotional behavior is definitely trainable, teachers must train and re-train pupils with this in mind. They must be ever seeking to *understand*. A pupil's behavior can be understood only when his attitudes, aims, and motives are known. Why does John sit quietly in a corner and not apply himself? Why is Jack so studious? Why is Mary so restless and inattentive? Why will Harry avail himself of every opportunity to be the monkey of the class? To answer these and other questions the teacher must find what are the attitudes and motives influencing emotional behavior, and what is the status of the personality needs of their children.

Note: These books are recommended for any teacher who is interested in emotion in terms of function.

Cannon, W. B.—*Bodily Changes in Pain, Hunger, Fear and Rage*. D. Appleton-Century Co. New York. 1929.

Lashley, K. S.—*Brain Mechanism and Intelligence*. University of Chicago Press, Chicago, Ill. 1929.

(To be concluded.)

He is no wise man that will quit a certainty for an uncertainty.—
SAMUEL JOHNSON.

Glimpses of Our Capital

THE WASHINGTON MONUMENT*

Visitors to Washington, D. C., cannot fail to be impressed by the towering shaft of white marble which always seems to be a part of the landscape when viewed from most of the other places of interest in the city. This shaft, properly called an obelisk, is the Washington National Monument. It is slightly more than 555 feet high and is the highest work of masonry in the world. It has a history which is almost as old as that of our country, and the names of some of our greatest statesmen are connected with it. Almost every imaginable obstacle had to be overcome in its construction, including the securing of Congressional action, the raising of money by house-to-house canvass, the disproving of charges of corruption, the wading through of a religious controversy, and the solving of momentous engineering problems.

Although the Continental Congress authorized in 1783, a memorial to General George Washington, it was not until 1836 that anything definite was done. In that year American artists were invited to submit designs for a monument to cost about one million dollars. The competition was won by Robert Mills. In 1848 Congress authorized the Washing-

ton National Monument Society to erect the monument. Work progressed slowly until 1854, when an act occurred at the Monument which created much indignation and public discussion throughout the country. A block of marble, which had originally stood in the Temple of Concord, at Rome, Italy, and which had been sent by the Pope to be set in the wall of the Monument, was stolen and no trace of it was ever found. At the time, contributions of stones from societies, municipalities and the several states were being encouraged, so the "Pope's Stone" was not an unusual gift. However, the disappearance of the stone angered and estranged a large body of citizens and discouraged the collection of public contributions so that all construction work ceased.

On August 2, 1876, President Grant approved an Act which provided that the government should take over and complete the erection of the Monument. Work was resumed on the shaft in August, 1880. Negro labor formed a part of the construction force until its completion, at a cost of \$1,300,000, on December 6, 1884, when the Capstone was set. The Capstone is crowned by a small right pyra-

*See front cover.

mid of pure aluminum, which at that time (1884) was the largest piece of cast aluminum in the world. The Monument was dedicated on February 21, 1885, and was opened to the public on October 9, 1888. An exterior lighting system was installed to eliminate the dangers to night flying by aircraft, in 1931. On August 2, 1934, work was started on a project to repair and clean the outer walls of the Monument, which lasted until February 20, 1935.

The interior of the Monument is lighted by electricity, which gives

the more hardy persons, who prefer the stairs to the elevator, an opportunity to see the 179 memorial stones which are set in its inner face. These stones are from States, cities, lodges, public organizations, fire departments, public schools, and from historic monuments and places in other countries of the world. An extensive view of the city can be obtained from the eight windows at the 504 foot level of the Monument. On the aluminum tip at the summit is inscribed *Laus Deo* (Praise be to God).

Special Work with Poor Readers

MAUDELLE B. BOUSFIELD

Very special work with poor readers began in the Douglas Elementary School of Chicago in September, 1936. At that time the enrollment was 2,061, 99 per cent of whom were colored, the remainder Chinese, Mexicans, Filipinos, and Caucasians. Although we had scattered information as to the intelligence quotients of a large percentage of the children, we administered mental tests to the entire school: the Otis Self Administering in grades 3 through 8, the Pintner-Cunningham in grades 1A and 2, and the Kuhlman-Anderson in grade 1B. To determine the reading grade of each child and to diagnose his special abilities and difficulties we administered the

Sangren-Woody Diagnostic Reading Test, Form A, to grades 4 through 8, the Metropolitan Achievement Tests, Primary Reading, Form A, in grades 2A and 3. Because of the handicap to the poor reader in handling the content subjects which begin in the fourth grade, it was felt imperative to do intensive remedial work with these children in grades 4 through 8. However, our survey revealed disheartening situations in grades 3 and 2A. As a consequence, we extended the special work as low as 2A. We distinguished the work of the grades 4 through 8 as Remedial Reading, and that in grades 3 and 2A as Extra Instruction. This report concerns itself primarily with the former groups.

Work in Remedial Reading

We placed into Remedial Reading groups those children who were retarded 1 year or more in reading. In these groups we found 204 children retarded from 1 to 2 years and 54 retarded more than 2 years. Of these 258 children retarded more than 1 year, 91 had I.Q.'s of less than 80. In spite of this, these children were included in the remedial reading work because their I.Q.'s had been determined on the Otis test, whose correlation with reading is high.

By the second week in October, 1936, we were ready to begin our special work with these children. It was a physical impossibility to organize this large group for remedial instruction with one teacher, even if we had had a specialist on the faculty, which we had not. Therefore, each teacher became a remedial specialist in her own group. The groups ranged in size from 6 to 15 children, but the average was 10. Each group was given one-half hour daily in the regular school program, instruction being given in the regular classroom, while the remainder of the children worked independently on their own projects.

Individual Work

A profile of each child was made, based on the 7 categories of the Sangren-Woody test, discussed with the child, sometimes with the parent, and kept in the child's individual record folder for future reference. These personal conferences inspired the child to make special effort to overcome his special

handicap. Materials were gathered from all sorts of sources. Teachers found from the children the particular interest of each child and gathered materials dealing with that interest and on the reading level of that child. This proved one of the most difficult tasks of the teacher and called for a great deal of ingenuity and resourcefulness.

Source of Materials

Some of the most helpful materials were found in the Social Science Booklets published by the American Education Press, Columbus, Ohio; the Brueckner-Lewis Diagnostic Tests and Remedial Exercises in Reading, Winston and Co.; the Gates-Pearson Practice Exercises in Reading, Bureau of Publications, Teachers College, Columbia University; the McCall-Crabbs Standard Test Lessons in Reading, Teachers College, Columbia University; current and old copies of "Current Events" and "My Weekly Reader," American Education Press; Children's Bookshelf Series of Readers, Ginn and Co. Each classroom was supplied with a few regulation reading texts of different series covering the reading grade level of the group. Teachers and pupils brought in old copies of magazines, newspaper clippings, and advertisements. We found the several sets of the following encyclopedias on children's level, which the school possessed, to be of great value: Book of Knowledge, World Book, Book House, Compton's, and Pageant of America. The encyclopedias were

especially valuable in the upper grades in which children were placed in interest groups within the reading group.

Results

In the second week of January, 1937, we administered Form B of the Sangren-Woody Diagnostic Reading Tests to remedial reading groups. To consider average gains when discussing remedial reading is almost nonsense, for remedial reading in its very nature must be individual. However, in order to get a general picture, averages may be justified. The average gains in grades 4 to 8 ranged from 9 to 13 months for those whose I.Q.'s were above 80, and from 2 to 8 months for those whose I.Q.'s were below 80. Of the 91 children whose I.Q.'s were below 80, 24 were brought up to grade or beyond. Of the 167 children whose I.Q.'s were above 80, or 57 were brought up to grade or beyond. Thus 81 children, or 31.4 per cent, were brought up to grade or beyond.

A short table is included here,

which shows the average gain in years by grade, for a period of 3 months' remedial work.

Special Cases

There were a few remarkable individual cases. Two children gained 4 years, 6 children gained 3 years, 23 children gained 2 years. Less spectacular but very gratifying were the cases of 96 children who gained 1 year and 65 children who gained from 4 months to 1 year. Of the remainder, 20 children gained from 1 to 4 months, 13 gained nothing, and 23 actually retrograded.

When it is recalled that the project covered a period of only 3 months and that the teachers had had no special training for this remedial work, the fact that 36 children made no gain at all may be understood. Of these 36 who made no *grade* gain, 29 made gains ranging from 2 to 14 months in their particularly weak phase at the expense of some other phase of their reading. In other words, their profiles became inverted.

AVERAGE GAIN IN YEARS ARRANGED BY GRADES

Grade	Number of Pupils Receiving Remedial Help Whose I.Q.'s Were Above 80	Average Gain in Years	Number of Pupils Receiving Remedial Help Whose I.Q.'s Were Below 80	Average Gain in Years
8	33	.95	12	.28
7	20	1.32	4	.725
6	33	1.17	16	.825
5	49	1.02	37	.824
4	32	1.05	22	.73
Total	167		91	



A CORNER OF THE LIBRARY OF CCC COMPANY 620, ALTO PASS, ILLINOIS. THE FURNISHINGS WERE CONSTRUCTED IN THE CAMP WORK SHOP.

Sidelights on CCC Education

EDGAR G. BROWN

During the current year, Robert Fechner, Director of the Civilian Conservation Corps, authorized the expenditure of \$4,050,000 on the CCC educational program. This money is being expended for salaries of teaching personnel, the purchase of text books and equipment, and for the construction of individual school buildings at camps which do not have adequate school facilities. Several hundred thousand dollars of this educational fund has been allotted to the 131 colored CCC companies affecting approximately 30,000 colored enrollees and more than 120 colored educational

advisers. All CCC advisers are college graduates with teaching experience, and the curricula of these "little schoolhouses" on the camp sites are under their supervision.

Reserve officers and technical staffs of the camps, supplemented by local teachers of both races from nearby colleges make up a faculty of more than 1,400 persons in the colored CCC camps. Regular vocational and academic classes have been initiated and courses are all being taught under the present plan—a minimum of ten hours' instructions for the enrollees each week.

Enrollment in Nearby Schools

Many young men in CCC camps located near educational institutions have enrolled in the evening classes of these institutions where they have earned high school diplomas and college degrees. This has been true in practically every part of the country, North and South. One mile from Cardoza High Evening School, in the nation's capital, a large number of enrollees attend classes regularly. Stationed at Camp Meade, Maryland, fifteen miles from Baltimore, a number of the colored CCC enrollees have braved all kinds of weather, and successfully finished their high school courses. At Yorktown, Virginia, on the Colonial National Park site, a score of colored enrollees, stationed at the four camps there, have finished vocational training courses at Hampton Institute during the past four and a half years.

Instruction in Camp

Hundreds of colored CCC enrollees have completed their training in scientific and technical subjects through correspondence courses. The instruction of CCC enrollees on the job by the technical foremen and in the vocational classes has been more practical than theoretical as reflected in the high percentage of former CCC enrollees who have found satisfactory employment in private life. Negro history has been one of the most popular courses in the camps. Current events, economic and social problems, dramatics and debating also rank high in interest

among colored CCC enrollees. The present CCC program includes athletics, and other leisure time and recreational activities, properly organized and supervised by officials of the camps and the educational adviser. Ten thousand colored enrollees have been taught to read and write through the educational program in the camps.

Camp Libraries

Something of the special educational activities found at these CCC camps is illustrated at Camp Pomona, a colored camp in the State of Illinois. This camp possesses one of the finest and most complete libraries in any of the CCC camps. It has permanent possession of over 5,000 volumes of both fiction and non-fiction books. The library represents an integral part of the educational equipment of the company. The collection of this large number of books is due to the initiative of C. H. Norris, the colored camp educational adviser, who is a graduate of the University of Chicago. St. Louis and Chicago Public School Libraries supplied numerous volumes which have been used to great advantage by this company.

The nucleus of the educational training of these 150 young men is centered around the library and vocational training shops. Each works in close harmony with the other, as exemplified by numerous armchairs, tables, lamps, ash trays, pen holders, picture frames, waste baskets, desk pads, and book shelves in the library, which were planned and constructed in the industrial shop

by the woodworking class. Every possible effort is made to stimulate constructive reading by enrollees. Through the cooperation of the art class, attractive and intriguing posters have been made and hung over the shelves of the library.

"The entire educational building, including the workshop, is the product of volunteer labor on the part of interested enrollees themselves," said Adviser Norris. "The library has been a great source of pleasure

and usefulness to the enrollees of this camp, which is in an isolated area of the Shawnee National Forest, far from any educational institution or public library and lacking the usual convenience and cooperation of local schools and the community. The extensive library at our camp, with its numerous volumes of books and periodicals, has proven a valuable asset in the moral, spiritual, educational and vocational training of the men."

The Junior High School Coordinated Guidance Council

JESSIE GROSS HARRIS

The need for guidance has been stated so clearly and convincingly in our general and specific educational literature that it is unnecessary to introduce that topic in this brief article.

An attempt will be made to describe the junior high school guidance council which is an agency having for its objectives (1) studying and meeting the needs of the individual, and (2) coordinating all guidance-activities of the junior high school.

Comprehensive guidance programs with trained counselors to coordinate guidance activities are not available in many of our schools, but there are many teachers who are deeply interested in the field of guidance and would like formally to initiate guidance activities and have a part in the

guidance program of the school. The present discussion will endeavor to serve two purposes: *First*, it will attempt to describe a project in the coordination of guidance activities where there is a guidance program, and *second*, to present a type of organization that could be formed where interested supervisors and teachers are eager to work toward a coordinated program of guidance in their school. The proposal takes the form of a "Guidance Council," whose meaning has been set forth by Proctor.^{1*} This Council would permit those who work together systematically and intelligently to observe, confer, adjust, and direct the development of all phases of the child's life.

*These numbers refer to references at the end of the article.

Personnel of the Guidance Council and their Duties

In brief form, the following suggestions are advanced:

There should be formed a guidance council for each of the three grades of the junior high school, the seventh, eighth, and ninth grades. Representatives from these guidance councils form the junior high school coordinated guidance council. Each guidance council has for its membership the principal, school counselor, grade counselor, a department representative, advisers of girls and boys, homeroom chairman, psychologist, school doctor, nurse, and librarian.

Each person who works with the pupil is represented on one of the councils for the purpose of participation in all activities from the point of view of a particular subject or activity, contributing information concerning the physical or mental equipment of the pupil, adjusting behavior problems or planning for the social needs of pupils, or giving a complete picture of the pupil's development, or voicing approval or disapproval, offering suggestions and giving permission for activities to be initiated and executed by the various councils. The following are the suggested duties of the various members of the Guidance Council:

Duties of the Principal:

1. Is responsible for all guidance activities, but delegates them to members of his staff who have specialized in the field of guidance.

2. Gives his approval to activities before they are presented to the coordinated council.

3. Gives positive and active cooperation in training his staff of

teachers in the underlying principles of guidance and recent trends in this service.²

4. Helps to coordinate the work and to promote harmony and understanding among the guidance functionaries.

Duties of the School Counselor and Coordinator:

1. Presides over coordinated council.

2. Presents problems submitted by the grade counselors and other members of the council and approved by the principal.

3. Keeps individual records of pupils. These records are open to all members of the council and are to be used in the development of the pupils.

4. Conducts individual and group conferences.

5. Prepares a list of pupils for psychological examination from the seventh, eighth and ninth grade rolls.

6. Has conferences with principals, grade counselors, advisers, department heads, homeroom chairman, psychologist, doctor, nurse, librarian, and representatives of social agencies.³

7. Presents new types of activities to assist in meeting the needs of the pupils.

8. Presents approved topics for integration throughout the junior high school through the aid of the grade counselors, teachers, department heads, homeroom chairman, and advisers.

9. Organizes a system of clubs in keeping with the purposes of education and the needs and interests of the pupils.⁴

10. Makes contacts with sixth grade principals, and teachers to secure information concerning prospective pupils for the seventh grade.

11. Presents a list of successful Negro workers to be presented from the viewpoint of the various subjects and activities.⁵

Duties of the Grade Counselor:

1. Presides at grade council meetings.

2. Assists counselor in integrating guidance activities throughout the junior high school, but is especially concerned with the promotion of guidance activities of her particular grade.

3. Assists in welcoming new pupils to the junior high school.

4. Presents the integrating topics for the grade to the grade council, and all activities approved by the principal for the grade councils.

5. Assists counselor in classifying pupils for classes and clubs.

6. Assists the counselor in the distribution and collection of Student Information blanks that are to be filled out by the pupil in the occupations class or in the homeroom at the homeroom guidance period.

7. Assists the counselor in the distribution and collection of Teachers' Estimate blanks that are filled out by the homeroom teacher for each of the pupils.

8. Presents to the weekly grade committee cases and current problems that need immediate adjustment.

Duties of the Advisers of Girls and Boys:

1. Adjust various problems of behavior through the assistance of all members of the council.

2. Provide for the social welfare of the pupil.⁶

3. Assist in securing adequate information for the individual records of the pupils.

4. Assist in showing the relation of life in school to life out of school.

Duties of the Homeroom Chairman:

1. Sponsors homeroom guidance activities as are approved by the coordinated council in keeping with the needs of the pupils of the individual rooms.⁷

2. Gives intimate information to counselors to assist in the development of each of her pupils.

3. Presents approved activities for the homerooms to the homeroom teachers.⁸

4. Keeps accurate record of pupil participation in homeroom activities,

and suggests those that could be used for the junior high school assembly.

5. Reports homeroom activities at the council meetings.

6. Acts as hostess for parent-teacher meetings, and assisted by all homeroom teachers.⁹

Duties of the Librarian:

1. Provides special shelves for guidance literature.¹⁰

2. Reports to the coordinated council the new materials that will help in furthering the work of the council.

3. Assists in securing books and magazines for the use of pupils and teachers.

Duties of Department Representatives:

1. Present problems to the council that particularly relate to their departments.

2. Present to the teachers in their departments the approved integrating topic and discuss methods for presenting it to the public, and references to be read to secure the desired results.

3. Present a list of occupations to which each subject or activity of the department may lead.

4. Compile a list of successful Negro men and women who had special interest and ability in their particular subject and how this assisted them in the choice of an occupation.

5. Prepare a list of references especially suited to inform and inspire Negro boys and girls. The books and magazines are to be annotated to give the pupils a start in this direction.

Duties of the Psychologist:

1. Secure psychological information from the Psychological Bureau for pupils for whom a rating is requested by the counselor.

2. Test all pupils for whom there is no previous rating.¹¹

3. Re-test pupils whose achievements are far above or below their known rating.

4. Interpret tests results to the council when particular information is needed.

Duties of the School Doctor and Nurse:

1. Give physical examinations to pupils for whom a request is made.

2. Check health problems from the Study Yourself blanks of the individual pupils.

3. Give advice concerning health needs of cases submitted by the council.

Duties of Chairman of Excursions:

1. Has conferences with each subject and activity teacher concerning the phase of community life with which she wishes her pupils to come in contact.

2. Compiles a schedule of the results of her conferences.

3. Presents this list to the school counselor and both the counselor and chairman have a conference with the principal for his approval of the list or whatever suggestions he may give.

4. Has conferences with officials of firms, manufacturers, schools, museums, libraries, and of any other activity or place of interest which the pupils and teachers have decided they would like to see; and makes an appointment for the dates of the excursions.

5. Posts the excursion schedule on the bulletin boards of homerooms and counselors.

6. Accepts responsibility for getting the leaders and seeing that the excursions leave on time.

Duties of the Church Relations Chairman:

1. With the assistance of the homeroom teachers, the chairman secures information concerning the Sunday School and church attendance of each pupil.

2. Has conferences with parents whose children do not attend Sunday School and urges their attendance.

3. Makes contact with ministers of various churches concerning pupils who do not attend Sunday School.

4. Reports activities to the coordinated council and makes suggestions for the promotion of her work.

Meetings and Activities of the Coordinated Guidance Council:

1. Meetings

Coordinate councils—Every sixth week.

Grade councils—Every fourth week.

Grade committee—Once a week.

2. Coordinated Guidance Council Activities.

a. Presentation of types of activities to meet the current needs of the grades.

b. Discussion of cases for adjustment.

c. Planning for various campaigns such as "How to Study," "Clean Up and Paint Up," "Negro Health Week," etc.

d. Making special class and club adjustments.

e. Deciding on integration topics for the three grade councils.

f. Presenting reports of results of integration activities in the different departments.

g. Presenting information for excursions throughout the city.

h. Discussion of withdrawals and their disposition and follow up and conference with parents.

i. Discussion of outstanding pupils for honor rolls, and other awards.

j. Discussion of pupils who are failures or near failures and of what to do for them to place them in a successful atmosphere.

k. Discussion of reference materials suited to special needs of the topic for the month and for general information on guidance services.

l. Decide on speakers for the presentation of information on different occupations in which they have made a success.

m. Report on cooperation with various social agencies who work with the pupils of the school.

To summarize, the junior high school guidance council attempts to present and carry out a constructive

tive and positive program of activities that are designed to meet the needs of the individual pupil, and the objectives of the school, which are to produce a well trained, healthy, emotionally stable, socially responsible citizen ready to take his place in the community.

The junior high school guidance council also attempts to provide carefully organized and well planned methods of articulation from grade to grade.

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⁴Thomas-Tendal and Myers, *Junior High School Life*, Chaps. I, II, pp. 1-20. New York: The Macmillan Company, 1924.

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⁶Koos, Leonard V., and Kefauver, Grayson N., *Guidance in Secondary Schools*, pp. 533-543. New York: The Macmillan Company, 1932.

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¹⁰Hall, Mary E., "The Librarian's Part in Vocational Guidance," *Vocational and Moral Guidance*, by Jesse B. Davis, Chapt. IX, pp. 273+. Boston: Ginn & Company, 1914.

¹¹Keller, Franklin J. "Who, What and Whither Concerning Vocational Guidance?" *The Vocational Guidance Magazine*, (June, 1937), pp. 867-873.

Books With Negro Characters for Children

DOROTHY B. PORTER

(Continued from the December issue)

GARNER, ELVIRA. *Ezekiel*. (New York, Henry Holt and Co., 1937, \$1.50, 2-4.)*
Ezekiel "lives in Sanford, Florida, with his sister Emancipation and his brother, Lil' Plural and the baby Assafetida."

GERE, FRANCIS K. *Once Upon a Time in Egypt*. (New York, Longmans, Green & Co., 1937, \$2.00, 4-8.)

The adventures of an Egyptian Prince of the Fourth Dynasty.

GOVAN, CHRISTINE N. *Judy and Chris*. (Boston, Houghton Mifflin Co., 1936, \$2.00, 5-7.)

Further adventures of those Plummer children and their colored friends.

GOVAN, CHRISTINE N. *Those Plummer Children*. (Boston, Houghton Mifflin Co., 1934, \$2.00, 5-7.)

Every day contacts between southern white and Negro members of the same household.

*Grades for which the book is suitable.

HADER, BERTA AND ELMER. *Jamaica Johnny*. (New York, Macmillan Co., 1935, \$2.00, 4-5.)

A well illustrated and a very attractive book about a boy who helped his Uncle Solomon take care of his small farm in the mountains of Jamaica.

HARRIS, JOEL CHANDLER. *Little Mr. Thimblefinger and His Queer Country*. (New York, Houghton Mifflin and Co., 1895, \$1.75, 4-6.)

"Fantastic tales of Negro animal stories and other Georgia folklore with modern inventions."

HARRIS, JOEL CHANDLER. *On the Plantation; a Story of a Georgia Boy's Adventures during the War*. (New York, Appleton-Century, 1929, \$2.00, 6-7.)

"The adventures of a Georgia boy before and during the Civil War."

JACKSON, WALTER C. *Boys' Life of Booker T. Washington*. (New York, Macmillan Co., 1922, \$.88, 5-8.)

The life story of a poor Virginia boy, who after being educated at Hampton Institute became the head of Tuskegee Institute and a prominent educator.

†McbROWN, GERTRUDE. *The Picture Poetry Book*. (Washington, D. C., Associated Publishers, 1936, \$1.10, 1-3.)

A small volume of poems, illustrated by Lois M. Jones.

†MERRITT, R. H. *From Captivity to Fame, or; the Life of George Washington Carver*. (Boston, Meador Publishing Co., 1929, \$2.00, 8-12.)

The life of one of the greatest Negro scientists who specializes in agricultural products.

OVINGTON, MARY WHITE. *Zeke*. (New York, Harcourt, Brace and Co., 1931, \$2.00, 7-8.)

The education and experience of Zeke, a colored boy at Tuskegee Institute.

PRICE, MARGARET. *Moto and the Monkey Tree*. (New York, Harper and Brothers, 1935, \$1.50, 5-8.)

The adventures of a little African girl in the jungle after she ran away from home with one of her baby twin brothers.

PRITCHARD, MYRON THOMAS, AND OVINGTON, MARY WHITE, comps. *The Upward Path; a Reader for Colored Children*. (New York, Harcourt, Brace and Howe, 1920, \$.96, 4-8.)

The first collection of stories and poems by Negro writers for colored children. Contributions are by the best writers of the race. Contains short biographical notices of the writers. Out-of-print now, but obtainable in some second hand book stores.

PYRNELLE, LOUISE CLARKE. *Diddie, Dumps and Tot, or; Plantation Child Life*. (New York, Harper and Brothers, 1930, \$2.50, 4-6.)

Three little colored girls play with three white girls on a plantation. The old colored folk tell them many stories and take them to picnics and meetings. First published in 1882.

RICKERT, EDITH. *Bojabi Tree*. (New York, Doubleday, Doran and Co., 1923, \$.75, 2-4.)

"A repetition story adapted from an African folk tale."

†Negro author.

SCHWARTZ, JULIA A. *Five Little Strangers and How They Came to Live in America.* (New York, American Book Co., 1904, \$.60, 3-4.)

Contains the story of the "Little black child," p. 72-98.

SINGER, CAROLINE, AND BALDRIDGE, CYRUS LEROY. *Boomba Lives in Africa.* (New York, Holiday House, 1935, \$1.75, 4-6.)

Realistic story of a ten year old West African boy and his people.

SWIFT, HILDEGARDE H. *Railroad to Freedom; a Story of the Civil War.* (New York, Harcourt, Brace and Co., 1932, \$2.50, 7-8.)

The story of Harriet Tubman, who courageously aided over three hundred slaves to freedom.

VOORHOEVE, RUDOLF. *Tilio, a Boy of Papua.* (Philadelphia, J. B. Lippincott Co., 1937, \$2.00, 2-6.)

Born on Papua Island in New Guinea, Tilio, a dark little boy, is adopted by Hassan, a white man, who came to the island to hunt birds of Paradise.

WEAVER, ANNIE V. *Boochy's Wings.* (New York, F. A. Stokes and Co., 1930, \$1.50, 4-6.)

All about a ten year old colored boy who wanted to fly.

WEAVER, ANNIE V. *Frawg.* (New York, F. A. Stokes and Co., 1930, \$1.50, 2-4.)

Frawg is a five year old boy who lives with his six brothers and sisters in a cabin that stands in the middle of a cotton field in Alabama.

WILWERDING, WALTER J. *Punda, the Tiger Horse.* (New York, the Macmillan Co., 1937, \$2.00, 5-8.)

About the strange animals of the African jungle and in particular about one, Punda, a zebra.

†WOODSON, CARTER G. *African myths together with proverbs.* (Washington, D. C., Associated Publishers, 1928, \$1.10, 6-12.)

"A supplementary reader composed of folk tales from various parts of Africa, adapted to the use of children in public schools."

†WOODSON, CARTER G. *Negro Makers of History.* (Washington, D. C., Associated Publishers, 1928, \$1.65, 8-12.)

Simply written sketches of Negroes who have made Negro History.



CREDIT TO WHOM CREDIT IS DUE

In order that we may give recognition to many persons who have made noteworthy, but frequently unrecognized, contributions, we are inviting our readers to send to us short biographical sketches of persons whom you know to have made outstanding contributions to the education of Negroes. These persons may either be, or have been, administrators, teachers, or otherwise connected with education or some allied field. These sketches should not exceed 1,000 words and should be authentic and specific as to the contribution. We invite you to assist us in this much needed effort. Send all contributions to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

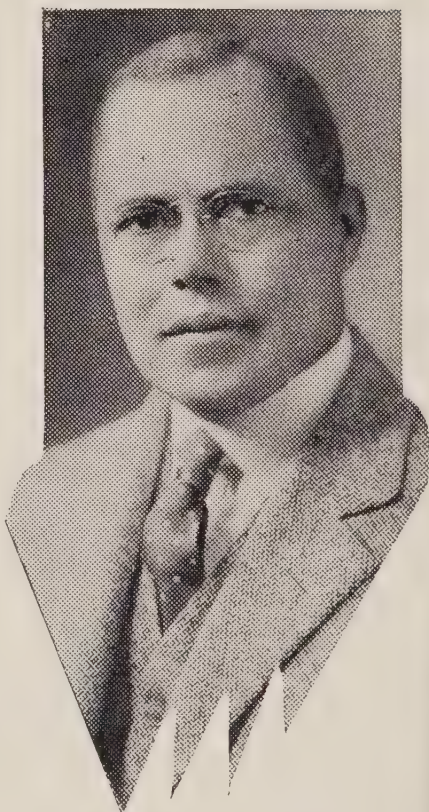
Forty Years of Service

Emmett Jay Scott, born and educated in Texas, has had an occupational career as varied as are his talents and achievements. During his undergraduate days at Wiley College, he helped to pay his expenses by: carrying mail from the postoffice, a mile and a half away, to the school; chopping wood and feeding the school's hogs; acting as bookkeeper in the President's Office, janitor and messenger, and envelope addresser. Later, he found himself in the employ of the *Houston Daily Post*, and still later, as one of the editors of the *Texas Freeman*, an influential newspaper published in the interest of the Negroes of Texas.

In 1897, he went to Tuskegee to serve as Secretary to Booker T. Washington, as well as Secretary of Tuskegee Institute and its Board of Trustees. During his twenty-two years of official connection with Tuskegee Institute, Dr. Scott played an important part in its growth and development. In 1919, he was elected Secretary-Treasurer of Howard University, and today he is serving that institution as Secretary of the University and of its Board of Trustees.

During his forty years of service with these two institutions, he has also had time to take an active part in many other activities which have helped to improve the status of Negroes and Negro education. These include:

Secretary of the National Negro



EMMETT JAY SCOTT

Business League, from 1901 to 1922.

An appointment by President Taft in 1909 as a Member of the American Commission to Liberia.

Special Assistant to the Secretary of War, 1917 to 1919.

Membership on the Republican Committee of D. C.; and also during four Presidential campaigns, a member of the Republican National Advisory Committee; the National Council of the Y. M. C. A. of

America; the Board of Indeterminate Sentence and Parole, and the Board of Rehabilitation for the District of Columbia.

Secretary of the Board of the Southern Education Foundation, Incorporated, being a merger of the George Peabody Fund, the John F. Slater Fund, and the Anna T. Jeanes Fund.

Dr. Scott is an author of distinction, having published "Tuskegee and Its People;" is co-author of the biography, "Booker T. Washington, the Builder of a Civilization;" author of "The American Negro in the World War," and "Negro Migration During the

World War," prepared for the Carnegie Endowment for International Peace.

Dr. Scott's own statement is indeed a modest estimate of his many years of activity in the education of Negroes: "My own chief satisfaction in connection with this career, if such it may be called, is that I have been a Secretary and a major Administrative Officer at what is generally regarded as the most important Industrial School for Negroes in the World, and also, a major Administrative Officer of what is generally regarded as the most outstanding Negro University in the World."

Whatever is worth doing at all, is worth doing well.—EARL OF CHESTERFIELD.



Are You Burying Your Talent?

THE progress of races is a cumulative total of their ancestors' efforts, plus the contribution thereto of the men and women who now live. The members of each succeeding generation become the trustees of this entity called progress or civilization, and as trustees their duty is to preserve and advance upon their inherited advantages and surroundings. He or she who doesn't strive to improve the gift, buries his talent and is thereby himself the loser, not his race nor civilization, for a foreseeing destiny took care of this by creating others who would supply the brain, intelligence and industry necessary to improve the progress—(the civilization)—for each succeeding generation either for profit or honor. A relentless destiny cares not why, as life must move on and on, ever upward and forward toward a better civilization. Are you burying your talent—hindering the progress of the generation in which you live—the civilization your children will inherit?

—FITZHUGH LEE STYLES.

Focusing Business Education for Negroes

IRENE HYPPS

According to information obtained from the United States Office of Education, Washington, D. C. has the only public commercial high school among Negroes throughout the United States. Of course, Negro pupils in the large urban communities, with mixed school population, have the same opportunities of electing business subjects as other pupils. Yet, even under such favorable conditions, the problem of guidance remains. Meanwhile, what of the vast army of Negro youth who do not attend these schools?

Youth Needs Guidance

Our young people, to a greater extent than ever before in our racial history, are daily under the necessity of making business choices as individuals and as members of family groups that consume business goods and services. Are they being taught to analyze the significance of their relationship as consumers in their economic world? Do they understand the social implications behind the prices and standards of the articles and services they purchase? Have they thought through the manifestations of business to the principles that lie behind its successful conduct and management as represented in vocational opportunities and enterprise? Are they being guided to

build business from the ground upward, rather than continuing to promote the tragic number of business failures among Negroes? Are they continuing to think in business "vocational ruts" as represented by shorthand, typewriting, and bookkeeping as the only commercial occupations? Do they recognize the potentialities of salesmanship and personality development as the deciding factors in any business situation? Are they using whatever job experiences that may lie at hand as business tools for building business attitudes and outcomes?

What about thrift? Do Negro boys and girls still think of thrift as the mere saving and investing of money,—particularly when money among many Negroes is the one commodity of which they now have least? Are they allowed to waste their time without knowing that time is the most precious source of investment? Do they look on health as capital? and on training and character as measures of real wealth?

Business Education Needs Redirection

Commercial education among Negroes cannot be justified on the basis of "white collar" job outlets alone. It can and must increasingly be adjusted to immediate edu-

educational and vocational factors. What are some of these? First, is the development and *practice* of business-like attitudes and standards on any job and in any job or contractual relationship. Second, is the necessity for better management of money and other resources common to the business transactions in home life. Third, is that of understanding the use of personal and business records for the intelligent direction of time, energy, recreation, effort, education, vocational experience, and social improvement. Fourth, is the use of business information and techniques as supplementary skills in

industrial trades and personal service employments out of which can grow Negro business institutions.

Finally, commercial education among Negroes can be a vehicle for learning those cooperative techniques that will enable Negro youth to become a more potent and integral factor in business organization, and will make possible the obtaining and distribution of those goods and services on which the maintenance of a reasonable "standard of living" depends. These are the challenges to business education. How are we, as the educators of Negro youth, preparing to meet them?

A Minimum Program of Health Protection and Health Promotion in Colleges for Negroes

PART III.

Editor's Note—Part I of this program dealt with the integration of health activities in school and community through the school health council and the student health council. Included was a listing of the major functions of both types of councils. Part II dealt with sanitation of the environment and included a listing of the sanitation principles which should be in practice in a minimum college health program.

The following is a minimum pro-

gram in regard to the health service which should be extended to students in colleges. The institution bears a responsibility for the health of the students and should take definite steps to meet it.

Physical Examinations

Every student should be given a physical examination upon entering college with adequate follow-up of findings. This examination should consist of a standard physical examination including full history, heart, lung, kidney, abdominal and

nutritional examinations. This should further include a tuberculin test with x-raying of positive reactors, a Wasserman test, and vaccination for smallpox—together with provisions for treatment and control of immediate and related positive findings. The State Department of Health will often provide these specialized services without charge, together with full follow-up care. When an institution formulates the ground work for this service, many agencies will collaborate to carry on the program. There is a problem in utilizing the service of a private physician without charge, as responsible care merits and demands compensation. There are specialized instances when voluntary service by the private physician is of extreme value, however, and this should be given consideration.

The members of athletic teams should be examined critically before participation. This is an educational responsibility. Full care to all injuries is also indicated. Football is especially hazardous as to immediate injury. Basketball and track suggest thorough nutritional investigation because these sports call heavily upon the energy of contestants.

Health Service

It is well to note here that the program of student health service will be successful only as it is an integrated part of the educational set up, sharing the point of view of the school, preparing the student for living. This varies from an isolated effort at health care

with no definite purpose except to provide sheer life-extension. The attitude of health as a philosophy of life enters an educational approach, and life extension with social direction, together with health practice execution, are objectives to be sought. It is my feeling that student health programs should be more independently organized than is the case. A full-time physician will be required to extend a rounded program to three hundred college students.

Liberal facilities are indicated in the student community for consultation of the student with a physician in regard to illness. Limited medical consultation service may be economical for the college administration, but it also denies the student the opportunity and inducement to bring the early illness to medical attention. The immediate health advantage is seen on reflection, while the educational implications are important. Numerical relationships between the number of students and the number of consultations should exist. Regular periods of medical service on the campus (if not full day periods), liberal extension of these periods, elimination of congestion in the office, the use of a physician in this service, are factors which will dovetail with courteous service, special projects of community interest, and a record of good work. The physical examination program is an important contact between the student and the service, while a program which calls in the student will rapidly build up a close relationship. It is fascinating to

see a service grow through a positive program, and it is conceded that there is practically no limit to which a service can grow.

Infirmary care is important in student life. Cheerful, competent, bedside care, established primarily for the student, is life giving in more than one way. Confidence in the health service is gained; confidence in the student himself follows this set-up. This service will grow as it is nurtured, and student and health service will gain inspiration here. A few beds are basic. Development is relative, obviously.

This physical activity program of the college is an entire field in itself and the health care here is an extensive service. Routine physical education activity, corrective gymnastics for the handicapped

student and competitive athletics stand out here. Some relationship should exist between the health examinations and the participation of the student in regular physical education activity. This suggests that students unable to participate here will be given specialized care. The day of individual physical education is close at hand.

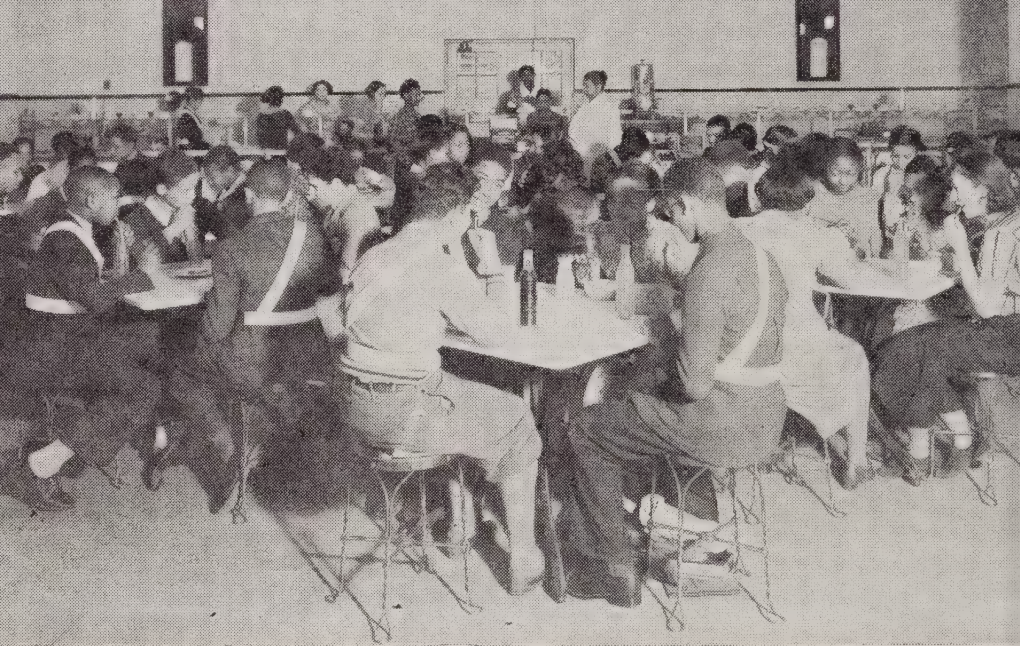
Health Records

Records of all work of the health service are well kept to the advantage of the service. They should be complete, accurate, permanent in set-up and accessible. Follow up is best conducted through such facility while trends of service become apparent. Direction is given to the service through full observation of past experience. Improvement is here possible.

—"If we are to hope that this spirit of positive cooperation will grow and that the Negro problem will be recognized to be individual and not racial, the chief instrumentality ready to our hands is education. This does not mean education of the Negro alone—it means education of all the people. Adequate educational facilities for any group should not be advocated primarily on the grounds of justice for that group, but rather for the reason that only as education is adequate can the group make its proper contribution to American life. Conferences of representatives of the several groups will not be held in the spirit of compromise, but in the spirit of mutual helpfulness; not in the spirit of hitting upon the least that must be done to maintain harmony and good will, but of discovering instead the most that can be done to establish each group in its most effective place in the American scene."

Harold L. Ickes, Secretary of the Interior.

(From address delivered at the National Conference on Fundamental Problems in the Education of Negroes. Washington, D. C. May 9-12, 1934.)



LUNCH TIME IN THE CAFETERIA AT GARNET-PATTERSON JUNIOR HIGH SCHOOL, WASHINGTON, D. C.

The Cafeteria of Garnet-Patterson Junior High School

LUCILLE G. DILL

This cafeteria feeds on the average of about three-hundred students daily. Its service consists of such dishes as soups, salads, sandwiches, home-made pies, cakes, custards, puddings, milk, cocoa, ice cream, candy, and fruit. Each of these dishes costs five cents and servings are relatively generous. A student may obtain such balanced lunches for ten cents as a meatball, potato and green vegetable plate; a sandwich and a fruit cup; soup with a slice of bread, and a slice of pie; potato salad with a small meat croquette, cocoa, bread and butter; and baked beans, bread and a sherbet. Thus, at ten cents, a student can obtain a healthful meal, in comfortable surroundings, to which he can add other five cent dishes as he desires.

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EDUCATIONAL NEWS AND EVENTS

Honored

Jerome Heartwell Holland was placed on several "All-America" football teams for his outstanding performances as an end of Cornell University's football team.

"James Hardy Dillard was the recipient of the distinguished service medal of the Roosevelt Memorial Association for 1937 in recognition of 'his work in the education of the American Negro and the establishment of a better understanding between the white man and the Negro.'"—*The Education Digest*, December, 1937.

Augusta Savage received a commission from the New York World's Fair Committee to sculpture a group which "will symbolize the Negro's contribution to the music of the world."

Books by James Weldon Johnson and Zora N. Hurston were included in a group of 200 which were recently presented to the White House Library by a committee representing the American Booksellers' Association.

Reported

The Committee on Findings of the Conference of Presidents of the Negro Land-Grant Colleges, which met in Washington, D. C., in November, composed of John W. Davis, William H. Bell, and Fel-

ton Clark, has recently made public a report covering twenty-one points. Important points reported include: (1) *Federal Aid*—the glaring inequalities which exist in the distribution of both state and federal funds between schools for whites and schools for Negroes suggest action which would result in a type of federal aid which would guarantee to Negro schools of the South an equitable share of such funds, more federal funds for use in the land-grant colleges for Negroes, and provision for research in the member colleges; (2) *Federal Tenant Purchase Program*—as a further aid in this connection it is suggested that all possible influence be brought to bear to secure Negro membership on state advisory and county committees of this program; (3) *Student Personnel Work*—Programs should be initiated to give increased attention to the needs of students which lie within and beyond the curriculum. Important recommendations were made relative to teaching techniques, field agents, and cooperatives; and (4) *Special Research Committee*—there is a need for the appointment of this type of a committee to study the changing social and economic conditions of society which influence the curricula of land-grant colleges for Negroes. A

continuous study of this sort would keep before the faculties of our member colleges factual data upon which curricular changes might be predicated.

Rural Arts

Held in the administration building of the U. S. Department of Agriculture during the latter part of November was an exhibition of rural arts. Included was a leather exhibit from the Texas Extension Service in which were several sets of harness made by Negro farmers who had been taught to tan hides and then to manufacture this home made leather into harness and other useful articles.

Mechanical Cotton Picker

A recent report prepared by the National Research Project of the WPA indicates that the mechanical cotton picker may, within 5 or 10 years, displace upward of a half million cotton pickers of the South. It may also tend to reduce the number of tenants and sharecroppers, stimulate the use of tractors and improved machinery in other phases of cotton culture, result in a geographical shift of cotton producing acreage to areas best suited for mechanical tillage and harvest, and increase the size of cotton farms.

Negro Inventors

Requests for information about the contribution made by Negro inventors to the progress of the Nation in agriculture, mining, manufacturing, construction, transportation, communication, trade and

in other fields of endeavor have encouraged the Specialist in Negro Statistics, Bureau of the Census, to attempt to compile a list of Negroes who have, since 1900, obtained patents from the United States Patent Office. There has been a lack of available information about Negroes who have obtained patents during the last 37 years, as the Patent Office does not classify patentees according to race. Negro inventors and those who know of Negro inventors are, therefore, asked to cooperate by sending in any information available to Charles E. Hall, Specialist in Negro Statistics, Bureau of the Census, Department of Commerce, Washington, D. C. Information thus obtained will be of great help in bringing up to date the list of Negroes who have obtained patents.

College Activities

● The "Y" Leadership Institute in a recent three day session brought together, at Prairie View State College, 146 Christian leaders from all sections of Texas, to study and formulate plans and to assist leaders in their fields of "Y" endeavor. The theme of the Institute was "Trained and Consecrated Leadership." The stated objective was "Making Leaders for Tomorrow."

● Cheyney State Teachers College was honored recently in having its president, Leslie P. Hill, elected a member of The Community Fund of Philadelphia and Vicinity. He is the first Negro ever to be appointed to membership of the Fund.

● Bennett College has recently received a gift of \$100,000 from the General Education Board for a library building, and a gift of \$100,000 to match it from Mr. and Mrs. Henry Pfeiffer, of New York City. This was announced during the college's founders day program which was followed by the laying of the cornerstone of the Annie Merner dormitory, also the gift of Mr. and Mrs. Pfeiffer.

● Fisk University's Endowment Campaign in Philadelphia was ended early in December with an oversubscription of the city's quota. The campaign for Fisk at Philadelphia was headed by Andrew J. Allison and L. Howard Bennett, alumni secretary and field secretary respectively of the University.

● Florida A & M College has recently awarded two contracts for the construction of two dormitories at a combined cost of \$292,000. One building will house 200 girls and the other 160 boys. Both dormitories will be ready for occupancy at the opening of the next regular session of the college.

● Morehouse College's debating team met a team representing the Oxford-Cambridge Unions in their sixth international debate. The subject of the no-decision debate

was: Should the power vested in trade unions be increased, or diminished?

● The University Players of Atlanta University, Morehouse College, and Spelman College again this year are sponsoring a play-writing contest. The winners of the contest will be rewarded by having their plays produced later in the year by the Players with a selected cast of students, under the direction of a member of the dramatics faculty.

● Recently met at Hampton Institute was the Virginia Branch of the National Congress of Parents and Teachers and the Virginia State Teachers Association. This was the Golden Jubilee session for the Teachers Association which was attended by over 1,000 members and visitors. The Association voted unanimously to go to the courts with their fight to equalize teachers salaries.

Editor's Note—A more complete account of this matter will appear in the February issue of this magazine.

● Knoxville College's Dean, Hardy Liston, has been appointed a member of a committee delegated to study Community Life of Negro Youth. This committee is a part of the Association of Colleges and Secondary Schools for Negroes.

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DIGESTS AND REVIEWS

MAGAZINE ARTICLES

Infant Mortality in the U. S.

"The mortality rate of Negro infants in the United States, 1933-35, was 86 per 1,000 live births as compared with 53 for white infants. In every State with 500 or more Negro live births annually the mortality rate of Negro infants was in excess of that for white infants. In the District of Columbia and 2 States the mortality rate of Negro infants was more than double, and in 18 other States more than 50 per cent higher than that for white infants. More than half of the deaths among Negro infants occurred during the first month of life. The neonatal mortality rate for Negro infants was 45 per 1,000 live births as compared with 32 for white infants. Mortality rates from every type of cause were higher among Negro infants than among white infants. The mortality among Negro infants in each period of the first year of life decreased greatly during the period 1915-35, but the 1935 rates were practically as high as those for white infants in the earliest years of record." This analysis of infant mortality statistics appears in the September, 1937, issue of *The Child*, a monthly news summary of the Children's Bureau, U. S. Department of Labor, as a portion of the discussion of In-

fant Mortality in the United States.

The Value of Home Study

C. C. Crawford and Jacob A. Carmichael present the results of a six-year study of achievement of all the children in grades 6 to 8 in the El Segundo Grammar School, El Segundo, California, over a three year period with home study, followed by a three year period without it, in the November, 1937, issue of *The Elementary School Journal*. Their summary states that: "This study revealed no significant difference in scores on the Stanford Achievement Test in Grades V-VIII during three years with home study and three years after home study was abolished. The pupils without home study, however, although equally well prepared in subject matter, suffered a drop in high-school marks to the extent of 0.41 of a mark, which was highly significant from a statistical viewpoint. This finding suggests strongly the interpretation that evening leisure once enjoyed is hard to give up or that, if home study is once abolished, the pupil has difficulty in returning to it."

Articulation of University and High School

Hiram W. Edwards includes the following thought provoking sum-

mary to his article in the November issue of the *California Journal of Secondary Education*: "Better articulation of the high school, both large and small, with higher institutions is exceedingly desirable. There is no reason whatsoever why the same smooth continuity between the twelfth and thirteenth grades cannot be established as now exists between the eleventh and twelfth grades or between the freshman and sophomore years in the University. It is meritorious to work towards that end. Any plan seeking to improve these relations must be carefully and wisely made. Ultimate success requires deliberate experimental procedures, elimination of inefficient practices, and the adoption of only those measures which have justified their selection. Intelligent and sympathetic cooperation between all of the units of our great educational system will make it possible for us to develop the best future citizens for the State of California."

Are Teachers' Conventions Worth While?

Florence Hale gives much helpful advice in this article in the November, 1937, issue of *The Grade Teacher*. Miss Hale suggests that superintendents acquaint their teachers with the qualifications and outstanding facts about the leading speakers at a forthcoming convention; that the number of speakers be reduced in order that there might be more time for questions and discussions; that teachers give serious thought to the main topics to be presented at a convention be-

fore it meets in order that they may appraise justly the value of the presentation; that teachers take seats at the front of the convention hall in order that they may be removed from the distractions and strains occasioned by sitting in the back. "I might add also that by no means the least important part of what a teacher gets out of a meeting depends upon the attitude which she takes toward it. If she is the kind of person who is happy only when she can find things to criticize, then she will find plenty of food for criticism both in the management of the convention and in the speakers' presentations, and will be likely to use up in fault finding during her trip so much time and energy that she will be worn out and unhappy when she returns home. The opposite kind of a person will naturally have the opposite kind of experience and will express herself accordingly."

Walking With God Today

In this abstract from a recent address by Albert W. Palmer, in *The Journal of the National Education Association* for December, 1937, is stressed the facts that we walk with God "in our comradeship with nature;" "when we walk in the fellowship of art" and most of all "when we work with Him in the workshop where He is hammering out new things for human betterment and social welfare." "If you want to walk with God, find out where the growing edge of civilization is! Find out where the unsolved problems are! Find

out where God is trying to get something done for the welfare of humanity. And there, at that point, plunge in and you will know God. My friends, you are teachers, you are the men and women of education in this country. It is your high privilege to bring to youth the raw materials out of which a real and genuine experience of religion may come. By your search and quest for truth, by your fair, unfettered teaching of the truth, by the high quality of your personal lives and your exemplification of all that is ideal and honest and true, you are helping to give to youth today the material out of which may at last be built a world in which we shall be able to walk with God as men have never walked with Him before!"

Functional Civics

"For a long time teachers of civics or government have been concerned about the *attitude* of students studying the subject. While some pupils take a real interest, it is evident that many take the course merely because it is required and are concerned primarily with passing the tests and getting a required credit. They do not look upon the course as satisfying a felt need, or as something to function in their own daily lives. Since the real purpose of such a course is training in citizenship, it would seem that the building of desirable attitudes and habits of behavior should be at least of equal importance to the acquisition of facts about government."

This is the paragraph with which Glen W. Maple begins his article in the November issue of *The Social Studies*. He continues with details of his experiments with his class in the Central High School at South Bend, Indiana. His class committee on objectives prepared these four interesting objectives of the course: "1. To be able to understand and interpret intelligently the problems of modern government that are continually coming up in our own lives. 2. To form habits of reading critically magazine and newspaper articles concerning the political problems of our day. 3. To become informed as to how our national, state and local governments really function. 4. To form interests and habits of thinking that will make us intelligent participants in the important duties of citizenship."

What Has Farming to Offer America's Youth?

Paul W. Chapman, Dean of the College of Agriculture, University of Georgia, writes of the opportunities on the farms of this country, in *Occupations* for November. Dean Chapman gives figures which indicate the increasing need of industry for farm products as well as the need of farming for more workers. "In farming, as in other occupations, those persons with the best preparation make the most money." "Possibly, the ideal preparation for farming would be a four year *Smith - Hughes* course in high school supplemented with specialized courses offered by an agricultural college." He states that "the

greatest advantage which farming has to offer youth, as compared with non-farm occupations, is *security*; the greatest disadvantage, the capital required for efficient participation." This disadvantage can be overcome, the author says, by means of the recent Federal appropriations for agriculture. "When it is suggested that the outlook for farming is favorable, it is not meant that farmers in the next generation will become wealthy; very few of them will accumulate a fortune. But, for that matter, few people in any occupation will get rich. It is well to remember in choosing an occupation that eighty-seven per cent of our workers earn less than \$2,000 a year. More and more, I believe, we will cease to think of the presidency or a million dollars as attainable objectives, and become more interested in freedom, personal satisfaction, and security as preferable aims. To those who may be motivated by these worthy goals, farming has something quite unique to offer."

You Might Like to Read Also—

How to teach spelling—Inez Johnson Lewis gives an outline of methods, principles, and procedures for teaching spelling in *The Grade Teacher* for December, 1937; *Dental Health*, a course of study by grades, by William Dvorak, D.D.S., is in the January 1938, issue of the same magazine. The series of Modern Objective Tests which appear in the monthly issues of this magazine should prove helpful to grade teachers.

The North Georgia Review—This is a small magazine published in Clayton, Georgia, which gives a comprehensive survey and review of books written by southerners or about the South. The magazine is offering a \$75 prize for the most interesting essay on regional planning, a \$50 prize for the most interesting critical essay on a contemporary southern writer, and would like to receive articles on "My College Experience," mental hygiene, and poems for their college issue.

Business in Negro Durham—In this article by C. C. Spaulding, in *The Southern Workman* for December, 1937, is listed the following "four original points which in some way account for the business success of Negro Durham and which are essential in running any business, however humble:" Character, knowledge of fundamental business principles, cash or its equivalent, and social service.

Our Delinquent Children—Elaine Ellis analyzes the conditions under which Negro and other underprivileged children live and exposes the causes of delinquency in a new light in *The Crisis* for December, 1937. Louis Emanuel Martin writes about the labor situation among Negroes in his article *The Big Stick in Detroit*, in the same issue.

The Truth About Candy—Morris Fishbein, M.D., editor of *Hygeia*, corrects some false beliefs and gives much sound advice about the place of candy in the diet, in the December, 1937, issue of

that magazine. Also in the same issue is *Problem Child—or Problem Parents?* by Frederick L. Patry, who gives suggestions for correcting many of the difficulties between parents and children.

Negroes Live in Chicago—The first of two articles by Horace R. Clayton in the December, 1937, issue of *Opportunity*. He describes the housing situation among Negroes in Chicago and efforts to alleviate it. *Education as One Man Sees It* is an interesting description by Jesse O. Thomas, in the same issue, of the Mountain View Dairy in Atlanta, Georgia, which is operated by W. B. Nathan, whose training has been in the social sciences.

Levels of Living of the Nation's Families—Day Monroe gives some of the results of The Study of Consumer Purchases in the December, 1937, issue of the *Journal of Home Economics*. One of the important facts revealed is that "levels of living could be raised by wiser spending."

Helping Youth to Find the Right Job—by means of an "Occupational Conference" and other methods, the pioneering of Rye, New York, High School along practical vocational guidance trails is related by Harold E. Hollister in *The School Executive* for December, 1937.

Extracurricular Activities and the Curriculum—Edgar G. Johnston discusses the importance of extracurricular activities to the child's education, and offers a number of suggestions for improving

that phase of the school's program in *The Clearing House* for November, 1937.

Life Earnings in Selected Occupations—This article in *Occupations* for December, 1937, is by Harold F. Clark, who presents the results of an eight-year study covering sixteen professions or job classifications. In the same issue are: *A Follow-up of Philadelphia Public School Graduates*, by Ann Pavan, which reveals the results of an occupational follow-up of 5,898 Philadelphia high school and vocational school graduates; and *Some Films for Use in Teaching Occupations*, an extensive list of films containing occupational information, by L. Paul Miller and Harold Wrenn.

Teach Students About Themselves—Stanley E. Dimond gives an outline of an introductory course for high school economics designed "to assist students to understand some phases of their own life," in *The Social Studies* for December, 1937.

Books of the Year for Children—This is an extensive list of books, classified by age groups, which has been selected by the Children's Book Committee of the Child Study Association, appearing in *Child Study* for December, 1937.

BOOK REVIEW

TEACHING CREATIVE WRITING. Lawrence H. Conrad. (New York: D. Appleton-Century, 1937. 142 pp. \$1.00.)

That the school should provide the kind of education which meets the needs, abilities, and interests of its

pupils has become a shibboleth of progressive education. Few books aid the teacher who conscientiously seeks suggestions for applying a fundamentally sound principle. An exception, however, is *Teaching Creative Writing*, a practical manual and the first publication to emerge from the extensive studies of the Commission on Secondary School Curriculum of the Progressive Education Association.

Part One defines creative writing, outlines the school program for encouraging it, describes teaching procedures both formal and informal, and suggests some special problems. Part Two makes an analysis and evaluation of original poetry and prose of high school pupils. In general, the author did an excellent job in the first part, although his chapter on special problems contributed little understanding to the problems of writing careers or youthful temperament. His weak and brief discussion showed either lack of use or lack of knowledge of adolescent psychology and guidance. In the second part, the appraisal of the verse and prose created by pupils revealed the ability to penetrate into youthful creative impulse, insight in discovering merit, and the power of constructive and encouraging criticism. It is in the concreteness of its suggestion, the establishment of standards for judging work, and the evaluated examples of creative writing that this book makes a definite contribution to the literature on progressive methods.

The reviewer hopes that it will be read in the profession at large, if only for these words: "Pedagogy can be a wall between student and a teacher. When the teacher does what he does *because he is a teacher*, the seeds of distrust are sown . . . When he reaches the point at which he

dares to be a human being first in all his relations with students, and a teacher only incidentally, he will be a far more effective mentor and guide, and will enter into a new kind of relationship with those in his charge."

If this book could inform and inspire five talented teachers who would guide the creative writing of five gifted Negro pupils, the next generation might see a literature of Negro authorship more mature and enduring than that which we now know.

WALTER G. DANIEL.

RECENT BOOKS OF INTEREST—

Fundamentals of General Psychology, by John Frederick Dashiell. (Houghton-Mifflin Company, New York. 1937. 655 pages.)

The Junior High School, by Ralph W. Pringle. (McGraw-Hill Book Company, Inc., New York. 1937. 408 pages. \$3.00.)

Solving Personal Problems, by H. S. Elliott and G. L. Elliott. (Henry Holt & Company, New York. 1936. 321 pages. \$2.00.)

Teaching High School Students to Read, by Stella S. Center and Gladys L. Persons. (D. Appleton-Century Company, Inc., New York. 1937. 167 pages.) A study of retardation in reading.

The Psychology and Teaching of Arithmetic, by Harry Grove Wheat. (D. C. Heath & Company, New York. 1937. 591 pages. \$2.80.)

Housewifery, by Lydia Ray Balderston. (J. B. Lippincott Company, Philadelphia. 1936. 352 pages. \$3.00.) A textbook of practical housekeeping.

A Guide to the Study of the Negro in American History, by Merl R. Eppse. (National Educational Publishing Company, Inc., Nashville. 1937. 115 pages. \$2.00.)

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ARTICLES TO APPEAR IN EARLY ISSUES

Are There Too Many Small High Schools.....	W. H. Gaumnitz
PWA and Negro School Buildings.....	Robert C. Weaver
Enduring Principles in a Social Philosophy of Education.....	William H. Kilpatrick
Levels of Leadership.....	Charles P. Browning
The Legislative Program for the Equalization of Negro Teachers' Salaries in Virginia.....	William M. Cooper
Education for Democratic Living.....	H. Theo. Tatum
Choosing Careers in the Junior High School.....	Vinetta M. Thompson

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Committees are being organized to advise in connection with the development of the various departments of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES. A complete roster of the committee members will appear in an early issue of this magazine.

STILL MORE COMMENTS FROM OUR READERS

- "This publication is most interesting and informative and I hope that every teacher in Dale County will subscribe to it."—RUBY A. BALLARD (Jeanes Teacher, Ozark, Ala.)
- "I am very much interested in the treatment given Negro education in your magazine. I have found this magazine to be very helpful to my teachers."—E. C. LAND (Principal, Lowery Training School, Donaldsonville, La.)
- "I believe it offers to Negro educational leaders an opportunity for full expression of new ideas, as well as a chance to visualize the educational needs of Negroes to the general public."—CHARLES P. BROWNING (Asst. State Director, in charge of Negro Affairs, NYA of Illinois)
- "I was very favorably impressed with all features of this magazine."—ALBERT EARLY (Supervisor of Rural Schools of the State of Delaware)
- "I like the OUTLOOK very much. The articles in both issues have been very interesting and of a high quality."—J. ARTHUR TURNER (Stowe Teachers' College, St. Louis, Mo.)
- "May I congratulate you and the entire staff on the very high class product—THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES."—WILLA CARTER BURCH (Director of Primary Instruction, Public Schools of the District of Columbia, Divisions 10-13)
- "This EDUCATIONAL OUTLOOK is going to take its place higher up among our current educational journals."—LESLIE PINCKNEY HILL (President of State Teachers College, Cheyney, Pa.)
- "My superintendent, teachers and I think it is a very fine publication and feel that it will help very much in educating the public in this section on the Negro education program."—PAULINE M. WATKINS (Jeanes Supervisor, Brazos County, Bryan, Texas)
- "The first issue that I received was quite interesting."—JOSEPH A. BAILEY (A. M. & N. College, Pine Bluff, Ark.)
- "The Magazine is much help to me in my work. It has proved of much benefit to me and the faculty."—CHARLES W. ORR (Principal, Tuscaloosa County Training School, Northport, Alabama)
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- "I have enjoyed immensely the copies which I have received to date, and am urging my teachers to subscribe as I feel it answers a long felt need of the Negro teacher."—MRS. FRANCES S. TUCKER (Principal of Cocanut Grove Jr. High School, Miami, Fla.)

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AMONG NEGROES



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THE LINCOLN MEMORIAL
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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students and pupils. The magazine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

VOL. 1

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No. 6

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EDITORIAL COMMENT

OUR PROFESSION

THERE has been a rather close relation between the development of the different professional occupations and the growth of professional spirit among persons engaged in them. It is the knowledge, the skill, the spirit, and the industry of its workers that determines whether or not an occupation is a profession. Moreover, the working conditions, the compensation, the standards, and the security in a profession are determined by the strength of that profession.

Educational work in general has become a profession, but that phase of it relating particularly to the education of Negroes is greatly in need of strengthening. In spite of the progress achieved since Emancipation, and the rapid strides made since the World War there is much which remains to be done before the education of Negroes will be given that recognition and respect which is demanded by the magnitude of the problems involved. The improvement of the professional status of any group of workers is largely an internal task that must be performed by the workers themselves. This fact must be realized by those engaged in the education of approximately three million Negro boys and girls.

During this **DIAMOND JUBILEE OF NEGRO FREEDOM**, teachers of Negro youth would do well to take stock of their profession and consider some of the essential steps to be taken in order to lift it to a higher professional level. Five of these essential steps will be mentioned here, not in the spirit of preaching or of presenting something new, but rather in the spirit of communion and as an expression of what we know is in the minds of countless thousands.

I. First, we need to develop greater specialization, both as individuals and as groups. Not that specialization which encourages narrowness, dogmatism, and intolerance, but rather that which makes one master of a few things; enthusiastic about his contributions in a limited field because he sees their relation to the larger field of which his is only a part; unwilling to dissipate his energies by catering to transitory interests of those who are more concerned with personal aggrandizement than with racial progress.

2. Second, we need to develop more intellectual curiosity. All advancement has resulted from somebody being curious about something that others had taken for granted. A serious, concerted attempt to find the answers to the questions growing out of the special problems faced by many teachers of Negro youth would soon result in a comprehensive body of knowledge, which is the foundation of professional growth. The questions need not be profound. In fact, answers to the most simple and commonplace questions are usually the most far reaching in their beneficent results. Incuriosity and complacency are the greatest enemies to progress.

3. Third, having developed that assurance and confidence which are the natural outgrowths of specialization, and having found through our curiosity the answers to many of the questions which perplex us, professional growth demands that the resultant facts and ideas be disseminated far and wide. Interchange of ideas is the soul of professionalism. One can grow professionally only by sharing one's knowledge and technique with others. This may be done through articles, books, pamphlets, addresses, discussions, and conversation. Periodicals and organizations are the best means for this interchange. Both are essential to professional growth and must have the support of those who would advance professionally.

4. Fourth, group consciousness will naturally follow from the activities mentioned above. A sense of unity of purpose and common goals will bind together those engaged in similar enterprises. As in the case of specialization, group consciousness does not mean snobbishness nor antagonism toward other groups. Individuals will belong to several groups and will subscribe to their group loyalties, whether they be social, civic, or economic, but for this group all shall stand as one for the promotion of matters of educational interest, and each shall unselfishly support the other in his legitimate educational endeavors.

(Continued on page 48)

GEORGE WASHINGTON

When George Washington was a little boy,
He wasn't much like you and me;

For he wouldn't even tell a lie,
When he chopped down his Dad's cherry tree.

I imagine he had it kinda hard,
Without ever telling a lie;

For when we taste out of our mammy's
jam
We say, "mammy, it wasn't I."

INEZ DAVENPORT (Age 12),
Woods Cross Roads, Va.

Are There Too Many Small High Schools?

WALTER H. GAUMNITZ

The Case for the Affirmative

For a number of years now educational leaders have been raising the question: Are there too many small high schools? Almost invariably they have answered in the affirmative. Those inclined to statistics point out that of the 12,000 four-year high schools in our rural communities nearly one in three enrolls 50 pupils or fewer and more than half enroll 100 pupils or fewer. As to teaching staff, they cite the fact that in more than two-thirds of these schools the entire four-year program is dependent upon four teachers or fewer and that in one out of every five this program rests upon the overburdened shoulders of two teachers or even a single teacher.

Those viewing the problem qualitatively call attention to the growing complexity of society and the increased demands made upon the high school to educate in terms of these expanding needs. They insist that it is all but impossible for a small teaching staff to supply even the basic essentials of a modern program of secondary education, to say nothing of providing an educational "diet" suited to the peculiar needs and capacities of boys and girls coming from the manifold social, economic, and intellectual levels. They argue that,

although the qualifications of the teachers are improving and many other difficulties inherent in the smallness of these schools are being overcome, the growing demands for expansion in the program and the speed with which the larger schools are effecting changes tend to leave the small high school hopelessly behind.

Those who are historically inclined admit readily that in the past poor roads, poor transportation facilities, and the local character of education often justified the establishment and maintenance of comparatively small high schools. But they maintain that, like the one-teacher elementary school, the small high school now belongs to the past; that it must give way to consolidation, to transportation, and to the other processes of school centralization. Indeed, recent studies have fixed the minimum size of the high school enrollment at from 200 to 300; its staff at from 8 to 10 teachers. An examination of recent trends shows clearly that not only has the previous growth in the number of small high schools been halted but, viewed proportionately, there is marked decline (Table 1). The very great increase in the proportion of children attending high school has tended to make high schools larger. But be-

yond this, the studied effort to stop their multiplication through definite policies expressed in state laws and regulations has without a doubt done much to discourage the establishment of new and the maintenance of the existing small schools.

ural need. The community has children who wish to go to high school. Either no other high school is available or the difficulties and the costs entailed in going to it are so great that it seems more advisable to offer this level of work locally. In many rural communi-

TABLE 1. SIZE OF HIGH SCHOOLS, BY ENROLLMENTS

Size of schools by enrollment	In 1925-26		In 1929-30		In 1933-34	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
10 to 24	12,107	11.9	2,077	9.3	1,470	6.3
25 to 49	13,635	20.6	3,866	17.4	3,139	13.6
50 to 74	12,940	16.6	3,521	15.5	3,364	14.5
75 to 99	11,876	10.6	2,543	11.5	2,795	12.0
100 to 199	3,220	18.1	4,603	20.7	5,594	24.1
200 or more	3,932	22.2	5,627	25.6	6,851	29.5
Total	17,710	100.0	22,237	100.0	23,213	100.0

¹Partially estimated.

The Case for the Negative

But what of the negative aspects of this question? Are there any losses involved in the elimination of many of the small high schools? Are there other and more desirable ways in which the weaknesses of the small high schools may be overcome? Even should the movement to curb the growth and the continuance of the smaller high schools be assumed to be a good thing would it not be wise to pause to reconsider whether the results are all gain or whether the abandonment of these schools entails some significant losses? These questions will be briefly examined in the following paragraphs.

The first defense of the small high school is to be sought in its major reason for being. Small high schools are not established because of a caprice or because they are considered superior. For the most part they grow out of a nat-

ties the small high school has been and continues to be an important factor in making secondary education reasonably available. The first consideration often is not whether a large high school could provide a better and a more suitable program of secondary education but whether there shall be or shall not be an opportunity for farm children to get any type of secondary education. It is a well known fact¹ that despite the present large number of small high schools there are a great many rural communities, the children of which must either board away from home or travel many miles if they wish to attend high school. Road development and provisions for free pupil transportation have not made, and in many sparsely settled communities they cannot make, a high school of any great size available to such children.

This point has particular signifi-

cance for Negro children. Where a dual system of education must be provided the problem is naturally more pronounced. A recent study² showed that in the 15 Southern States there were 230 counties which had no high school facilities whatever for Negro children and 195 additional counties which had Negro high schools but which provided less than a 4-year program. That study also showed that of the Negro children attending rural high schools 15.1 percent had to travel 3 miles or more each way. Only about 1 percent of them were transported at public expense. It seems fair to conclude that the small high school still is an important and useful institution in bringing high school opportunities within the reach of thousands of rural homes.

The second point to be considered is the function of the rural high school to serve as a community center. If the school center is to perform this function effectively the attendance area cannot greatly exceed that of the natural community. That is to say, the area served by the high school must be approximately the same as that of the trading or market area, the general church area, or the normal areas for other social agencies such as the Grange, the Farm Bureau, or the local lodges. Such a general area cannot consist of more than 100 or 150 square miles. Unless thickly populated an area of this size is not likely to contain children numbering more than 100 who will be of high school age and who will be interested in attending

high school. According to the norms suggested above, that would be a number regarded as too small to make an effective high school program feasible.

In addition to the question of the maximum expanse of territory which a rural high school can reasonably serve, especially if the area is sparsely populated, there must also be considered the effect which the proximity of the school has upon the popularization of secondary education. Studies have definitely shown that the closer the high school is to the home the more likely it is that the children will remain in school through this level of education. If it is important that all or nearly all of the children continue in school until completion of the high school, then these schools must remain reasonably close to the homes from which they come. The influences of a school upon the home, the interest and pride parents feel in it and its activities, and the community functions of the school are all clearly related to distance between the school and the home it serves.

There are also those who claim that the very smallness of the small high school gives it certain educational advantages over the large high school, such as closer personal relationship between pupils and teachers, more attention to individual problems, a closer relationship between home and community, etc. Whatever the merits of these claims may be, there are on record many thrilling accounts of small high schools which have dramatically capitalized their small,

family-like, and local character to bring to rural boys and girls educational experiences second to none in quality and value.

Has the Small High School Done Its Best?

Whether we decide the basic question of this discussion in the affirmative or in the negative it seems fair to assert that educational leaders have devoted their attention almost exclusively to finding ways and means whereby the small high school may be eliminated or curtailed and have given too little thought to the task of making these schools as good or as effective as they could be if more study were given to this aspect of the problem. Dr. Fannie Dunn³ has shown both by precept and example that the one- and two-teacher elementary schools can be made to provide splendid educational opportunities for rural children if intelligent efforts are made to that end. With older children similar improvements within the small high school should be much easier of accomplishment.

This discussion cannot do more than merely suggest the lines of study and experimentation which should be undertaken in making the small high schools more effective educationally. The first is to abandon much of the method of education involved in the daily assignment and the daily hearing of lessons by classes and to adopt instead some plan of instruction on an individual or small group basis, such as supervised correspondence lessons, individual lesson contracts,

long-unit project or problem assignments, student-work books, and the like. Where it seems wise to give instruction on the daily assignment basis all courses possible should be alternated biennially, or two or more courses should be integrated or combined. Such departures from the traditional would abandon all college preparatory courses except in the cases of the few pupils who will be fairly sure to attend college, and then such courses would be given largely by individual instruction methods. Moreover, all academic courses would be made more truly cultural and more closely related to life activities.

The second departure suggested is that several schools jointly employ teachers with special training for providing instruction in certain subjects. Library and other equipment could also be procured and used jointly by two or more small high schools. All that is needed to make such innovations successful is a spirit of cooperation and some advanced planning. Furthermore, local enterprise and resourcefulness can do much to build up library, science, shop, and other types of equipment needed in the small school. The ingenuity involved in overcoming equipment deficiencies can in itself provide educational experiences of a most practical value.

To be sure the internal improvement of the small high schools and the quality of the education provided in them will in the last analysis be dependent upon the training, the imagination, the daring

and the leadership of the teachers, principals, and school boards responsible for them. If they are traditionalists and time-servers, they will be discouraged by the apparent limitations inherent in these schools and do nothing to overcome them. If on the other hand, those responsible for the success of these small high schools will stop trying to imitate the large urban schools and seek to develop them along lines peculiar to their own nature and to the environment in which they must function it may be found that, instead of being institutions which should be eliminated from our system of education, they should be multiplied in number until at least every rural child shall have an opportunity for secondary education brought within the reach of his home, within the scope of his interests, and within his range of ability.

In conclusion the points advanced here are: (1) That there is an important place in our educational system for the small high school; (2) that in thousands of communities of sparse population, or where separate schools are maintained for whites and Negroes, the small high school, even at its worst, often means the difference between an opportunity for secondary education of a sort and

none at all; and (3) since there are at present so many small high schools, most of them destined to continue for years to come, that at least as much effort and money should be spent on studies and experiments which will seek the highest functional possibilities of these schools as are spent on finding ways to eliminate or enlarge them. If a more constructive attitude were adopted toward the small high school there is no doubt that merits and possibilities could be discovered in this American institution which would make for greater hesitation in answering affirmatively the question posed by this discussion; it could result not only in a negative answer but in far reaching changes of policy which would place genuine availability of schools and opportunity for individual educational growth above the purposes and practices now commonly considered so important in dealing with this problem.

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A REMINDER

In the January issue of the *Outlook* we suggested that the period from January 1, 1938, to April 9, 1940, be considered as the **DIAMOND JUBILEE OF NEGRO FREEDOM**. We have been gratified to note the extent to which this slogan is being used by organizations and periodicals. We hope that those organizations and institutions that have not yet launched a program will use the occasion of Negro History Week to begin their activities.



CRISPUS ATTUCKS HIGH SCHOOL BAND, INDIANAPOLIS, INDIANA, MARCH, 1937. NORMAN L. MERRIFIELD, DIRECTOR; IRENE WILLIAMS, DRUM MAJOR.

“It Can Be Done”

MORE INSTRUMENTAL MUSIC NEEDED IN SCHOOLS

NORMAN L. MERRIFIELD

Part II

Editor's Note—In the December issue Mr. Merrifield wrote of the lack of opportunity in instrumental music training in our secondary schools and colleges, and indicated that there was a need for teachers of instrumental music, as well as more youth to consider seriously the study and mastery of a musical instrument.

Here in Indianapolis a great deal of time, effort, and money are being expended in instrumental instruction which should produce some fine results within the next few years. During the past decade, Crispus Attucks High School has had both a band and an orchestra which have been among the finest

features in the school. Both organizations are a part of the regular daily school program, with its members meeting at regular class intervals daily and receiving credit. While neither organization has been particularly large in numbers, they were encouraged for those students who wished to get instrumental training and to acquire the ensemble experience that is so necessary for good musicians. Considerable time has been allotted in starting these students in their early high school careers with the hope that they would attain enough proficiency to contribute to the general musical uplift of the school and community. For ten years the

high school band was the only Negro instrumental group in the annual city armistice day parade. The high school orchestra traditionally plays for the senior class night plays, appears on school auditorium and commencement programs, and performs for various community services.

Junior High School Program

Early in 1937, the general music supervisor, in cooperation with the principal of the high school and seven principals of junior high schools, devised a plan for instituting instrumental music in the upper grades of grammar school. Briefly, this plan was to offer class instruction to any student in these schools who could procure an orchestral or band instrument. Arrangements were made so that the orchestral and band teachers at the high school would devote half of their daily programs to the junior high schools. There was a five-fold purpose in instituting this rather unusual procedure: (1) To obtain the fine appreciation and cultural advantages which result from instrumental training; (2) to discover and stimulate the latent talent; (3) to encourage the study of the lesser known instruments; (4) to promote junior high school orchestras and bands where numbers were sufficient, and to continue the training of the same students under the same instructors after they had reached senior high school; and (5) to stimulate family and community organizations for the cultural and appreciative purposes.

Despite the seemingly overwhelming obstacles that some students had in procuring instruments, the first response was fine. Naturally, only a few students appeared during the first semester with new instruments. (There were approximately ten new instruments out of one hundred fifty brought to the first classes). Attics were ransacked for old instruments. Pawn shops did a "land office" business. One school bought ten instruments from an institution which had a band years before. These instruments were placed in a shop for reconditioning, after the high school band had given a concert to raise funds for this purpose. Five instruments were given to lucky children by former members of a Y. M. C. A. band. A violin and an old clarinet found in a trash can were reconditioned and put into use. A large number of instruments had passed their twentieth birthday.

Needless to say, the "growing pains" of these beginners were humorously tragic at times; but, above all, they were sincere and determined. Students listed as indigents were furnished books. Clarinets that squeaked because of cracks were coated with filler (and sometimes sealing wax), reorked and used. Trumpets with valves stuck were doused liberally with hot water. Horns with holes in the bores were sent to the high school metal shop for patches. Chipped reeds were often repaired with a sharp knife and fine sandpaper. Violins were glued in the school wood shops, and then sometimes were played

with a third string missing.

Three times during the semester the wind and percussion groups met on Saturday mornings at the high school where "expert advice" was freely given by the "learned members" of the high school band during a three hour rehearsal. Frequent interruptions by unusual sounds emitting from some of the horns resulted in some rather hasty and questionable repairs, but the rehearsals continued. While the first rehearsal was mostly cacophonous sounds which had no seeming relationship to music, the third rehearsal resulted in some good unison and acceptable part playing. One or two students learned to play short solos fairly well and about twenty had started private lessons before June. By the beginning of the second year, at least three of the seven schools will have small but enthusiastic orchestras.

Senior High School Program

In the senior high school there are two levels of instrumental students, with a possible third level within the next six months. At present, the students take one year of Junior Band or Junior Orchestra after which they enter the senior organizations. Beginning with the spring semester, the first level will be called Instrumental Music, after which the student will spend a minimum of one year in the Junior Band or Orchestra. Individual examinations and proficiency tests will have to be passed before admittance to the Senior Band or Orchestra. This is done

in order to raise the standards for the senior organizations and also to encourage individual initiative and cultivate unusual talent.

The present Senior Orchestra has thirty-two members, with a fairly well balanced instrumentation. Gradually the unusual instruments such as French horns, bassoons, and violas are being added. While the majority of the members of this group are strong players, only the best wind players of the band are permitted to play in the orchestra. Since the development of string players is slow, because of the extremely fine muscular coordination and keen sense of pitch needed, these students are encouraged to take private lessons whenever possible. Frequently, these students are enthusiastic enough to ask for extra rehearsals after regular school hours.

Girls Also Participate

The band is composed of fifty girls and boys with a fine instrumentation despite the strong leaning towards trumpets and saxophones. The students are encouraged to learn clarinets even though their interest may be in the saxophone family. Most saxophone teachers agree that early experience on the clarinet usually gives the prospective saxophone player the right background. If the students are interested in trumpets or cornets, they are encouraged to start on baritones or altos and then shift to cornets when they can buy their instrument. Many of these students are physically unable to play instruments which at-

tract them, so by allowing them to substitute another instrument rather than to deny them participation, we keep their interest and frequently develop fine instrumentalists on lesser known, but necessary horns. It is rather interesting to know that the band has some rather fine trombone players among the girls. Although students of small stature are advised to learn instruments in keeping with their size, the band invariably has at least one good tuba player each year who finds it much harder to carry than blow his instrument. Despite what the layman may think, the smaller instruments usually are most difficult technically.

Getting Started

The most vital problem in starting any instrumental group is finance. Most orchestras start from the old combination of piano, violin and drums. Later a cornet and saxophone are added and, if the resulting combination does not turn to jazz too quickly, this group can form the core of a good school orchestra. Encouragement of additional violin players is absolutely necessary. Unless an individual is unusually talented, it is best not to look for solo playing from any young violinist until he has had at least three years of good training. Usually two years of class work supplemented with private lessons is sufficient with which to begin group work in a school orchestra. While violin outfits can be bought for as low as ten dollars, it is best to start the student with an instrument with a reasonably

good tone which can be secured for twenty-five dollars or over. Violas, cellos, and double basses usually cost \$35, \$50 and \$125, respectively. The latter two are usually secured through the school boards, or with the help of some civic organization. The rental of larger instruments for sums as low as five dollars a month from firms in large cities, such as Chicago or New York, is quite possible, provided a responsible individual or organization will guarantee reasonably good care of the instruments.

Problems of Finance

The financing of a band is rather difficult unless a subsidy is obtained. A grant of three thousand dollars would be ideal, but a smaller amount might be sufficient by careful shopping. Bands require a large number of different types of instruments to get the proper balance, and whereas clarinets can be bought for as little as thirty dollars, the lowest priced new tuba is around one hundred dollars. A large number of instrument companies offer fine bargains in reconditioned instruments which, because of their size and workmanship, are in the higher price brackets. With good care some of these instruments may be used for a long time. However, it has been the experience of most instrumental teachers that students who have fine, dependable instruments make faster progress and retain their interest much longer than others. An average student with a sixty dollar clarinet pro-

gresses three times as fast with the same effort as one with a thirty dollar instrument.

How One School Solved the Problem

During the past spring, the music department of Crispus Attucks sponsored a series of programs to help finance additions to their instruments, which proved quite successful and may be suggestive. The school band gave two concerts at different junior high schools in the city in order to raise money for a sinking fund for instruments in those two schools. Two of the faculty members of the high school gave a formal recital after a "Buy A Horn" campaign in which the entire music department of over six hundred students and four faculty members canvassed the entire city, selling tickets for this program. Numerous clubs and individuals made voluntary donations to this fund. As a result of this concert, over two hundred dollars was raised, which was supplemented by an appropriation of four hundred fifty-three dollars by the school board. From this fund, a new sousaphone, a bass violin, bassoon, two violas and several other instruments were added to the instrumentation of the high school band and orchestra.

At present, the high school has over two hundred students studying

some form of instrumental music, with an additional one hundred fifty in the seven junior high schools. There are over five hundred students taking some form of vocal music and over fifty included in harmony or appreciation classes. With a girls' glee of fifty, a boys' glee of eighty, an A Cappella choir of eighty-five, an orchestra of thirty-two, a band of fifty, the school is presenting a well balanced music program. The faculty consists of three full time teachers, one part time teacher, and one departmental student assistant. Three of the teachers have degrees in public school music from standard music schools, and the other has an arts degree with considerable training in music. No teacher has had less than seven years of teaching experience.

The future for work of this type will depend largely on co-operative efforts of parents, students, teachers and administrators. Certainly, education of average and talented children in instrumental music is of importance and presents fine possibilities for the musical future of our group. The ideas presented in this article are merely an effort to show that "it can be done," but it is only through the encouragement and stimulation of far-sighted administrators that projects of this type can reach fruition.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Virginia's Teachers Seek Equal Salaries

WILLIAM M. COOPER

Negro teachers in Virginia have consistently chosen to measure up to the same standards of preparation required for white teachers. Even when the new integrated curriculum was being inaugurated in 1934, they requested that they be allowed to contribute as were numbers of white teachers. There is a definite and conscious desire to merit a responsible and respectable place in Virginia's educational program.

Over a period of years, Negro supervisors, principals, teachers, extension workers, and other interested leaders appealed to county and city superintendents and boards of education to increase Negro teachers' salaries. These appeals failed to secure better salaries. Generally, Negro teachers were told that the county or city did not have the funds.

During the past five years, more and more attention has been given to plans for securing better salaries in both local and state teachers meetings. Resolutions were passed and forwarded to local and state school officials. At the 1935 annual meeting of the State Teachers Association, a committee headed by Dr. Robert P. Daniel appealed to the State Board of Education to increase Negro teachers salaries. It was learned then that the State Board of Education had no jurisdiction over the matter and that the counties and cities each made their individual salary scales (there are no published salary scales in most counties and cities). The State Department could only advise, and it did not seem wise for it to advise on this matter at that time. The next step taken was an attempt to incorporate in the State Educational Code a requirement that all counties and cities prepare and publish salary schedules for Negroes and whites if they were to share in the State Equalization Fund for schools. The regulation was drafted and presented to the appropriate legislative committee but was not adopted. The average annual salary of Negro elementary teachers at this time was \$481 as against \$715 for whites (1935-36).

When the failure of this effort was reported at the next annual meeting of the Virginia State Teachers Association, it was decided to conserve all funds possible to be ready for possible court action pending the outcome of the Maryland case then being developed by the NAACP. At the 1937 meeting of the Virginia State Teachers Association, the teachers voted unanimously to appeal to the courts for equal salaries wherever Negro teachers had preparation and experience equal to white teachers. They voted an appropriation of \$1,000 toward a total fund of

\$5,000 to be raised to defray costs. The Virginia branch of the NAACP will bring suit in selected counties and cities. A bonded treasurer will receive all monies and will pay only upon approval of a joint committee of teachers and of NAACP members. The whole matter is being conducted with courtesy and dignity but without compromise.

The success of the Maryland case and other elements in the Virginia educational situation make Virginia Negro teachers hope they will succeed. If they do succeed, it will be due largely to the almost perfect cooperation with their courageous and intelligent leaders.

Fortune or Fate?

EDITOR'S NOTE—*We believe that our readers will find much of interest in this letter which Mr. Pratt sent to the students in his school. In an early issue we will print a few of the most interesting replies which he received from the students.*

DOUGLASS SENIOR-JUNIOR HIGH SCHOOL
BALTIMORE, MARYLAND

Dear High School Student of 1937:

Fortune or fate has put *you* in a country where you have to learn how to decide many things for yourself—how you will study, how you will work, how you will play, in short, how you will behave. You cannot depend on some dictator, whether he be teacher, preacher, or ruler, to regulate all the details of life for you, to tell you all the things you must do or must not do.

I pass on to you a rule given me many years ago by an understanding teacher: *Conduct yourself always as the place and the occasion demand.*

Do you have to think very much about the patterns you will set or slip into in school? At home? With companions? Perhaps you do at first. You have to learn how

to observe accurately, how to analyze situations, how to judge justly, and out of your observations and experiences form sound guiding principles so as to become a man or woman of *principle* rather than just a cell of passion and prejudice. Some call this intelligence; others fundamental common-sense. And to act *on principle* requires will-power, the ability not only to see what ought to be done on particular occasions, but to do it. This is the power which distinguishes human beings from the lower animals. Most chronic failure is due to loss of this potential. Make up a personal algebraic equation for yourself; list on one side the occasions when you have met the demand for intelligence or fundamental common-sense, and on the other occasions when you fell short.

By simple cancellation you can find out the direction of your life and take steps to change or improve as the case may be.

Up to this point you have had to think of yourself as yourself. But you must always remember that there are many other "selves" beside your own. If you lived in a static society, or a static group, you would not be required to do much *thinking* about other "selves" because your relations would be regimented by age-long patterns rigidly enforced. You live, however, in a civilization whose most prominent characteristic is the speed with which it changes materially and socially. Compare the past thirty years with any other hundred years of history and note how much more changeless change itself has been. See if you can sum up the major and minor features of the kind of world we have today. Is it the kind of world you would have if you had the making of it? Again ask yourself if individual character and efficiency are as important today as they were in pioneer days before the physical frontiers had been conquered? There has been much discussion lately of this very question. To what extent have you been able to follow the discussion with a critical understanding mind. Does some one else have to orient you, tell you what to think, what to believe, and bind it about your forehead and on your wrists? What does a "yes" to this question imply as to your mental age?

Do you know the meaning of social-mindedness? Are you ac-

quainted with the struggle of submerged groups over wide areas of the earth to improve their condition? Does this phenomenon bear upon your life in any way? What do these great disciplines mean in your life: Religion? Philosophy? Art? Science? Industry?

You are living in the most dynamic civilization of history. What do you think is good and just and beautiful in it? What the reverse? How will these things affect you in earning a living? In family relationships? In community welfare? In institutional life and culture? Will your general attitude be that of a *builder* or a *wrecker*? Will you view your education as a way of life, of personal culture, or just an external means of attaining some goal, more or less worthy?

Now, my young friend, I have somewhat avoided giving you very much in the way of stereotyped phrase, sentence, or paragraph. I have interspersed a number of questions to reflect upon, think through in order that you may come to understand American life and determine, as far as you can, the part you will play in it. Of course you will find some overlapping and repetition in the substance of some of the questions, but this serves to emphasize their importance.

Again, my young friend, notice I have avoided as far as possible parading copy-book maxims and platitudes for the reason that American theories in relation to the individual, the state, and to general political, social, and economic organization are undergoing

far-reaching changes or revisions. The recent election brought into striking relief how wide-spread the present shift of ideas is among the electorate.

Observe, analyze, read, study, interview, consult—in a word try to think your way through. It is of prime importance that you learn *how to think*. It is often asserted that “As a man thinketh in his heart, so is he.” What is implied in this statement? Do you think it true or false? Finally, you cannot cut yourself loose from the stream

of civilization, but you can if you will make yourself as civilized as the most fully civilized today. And you have my best wishes and hopes for this achievement.

I extend you a cordial invitation to write me a letter setting forth the results of your own thinking about these matters. I suggest that you confer with your parents or guardian before writing.

Cordially yours,

HARRY T. PRATT,
Principal.

Levels of Leadership

CHARLES P. BROWNING

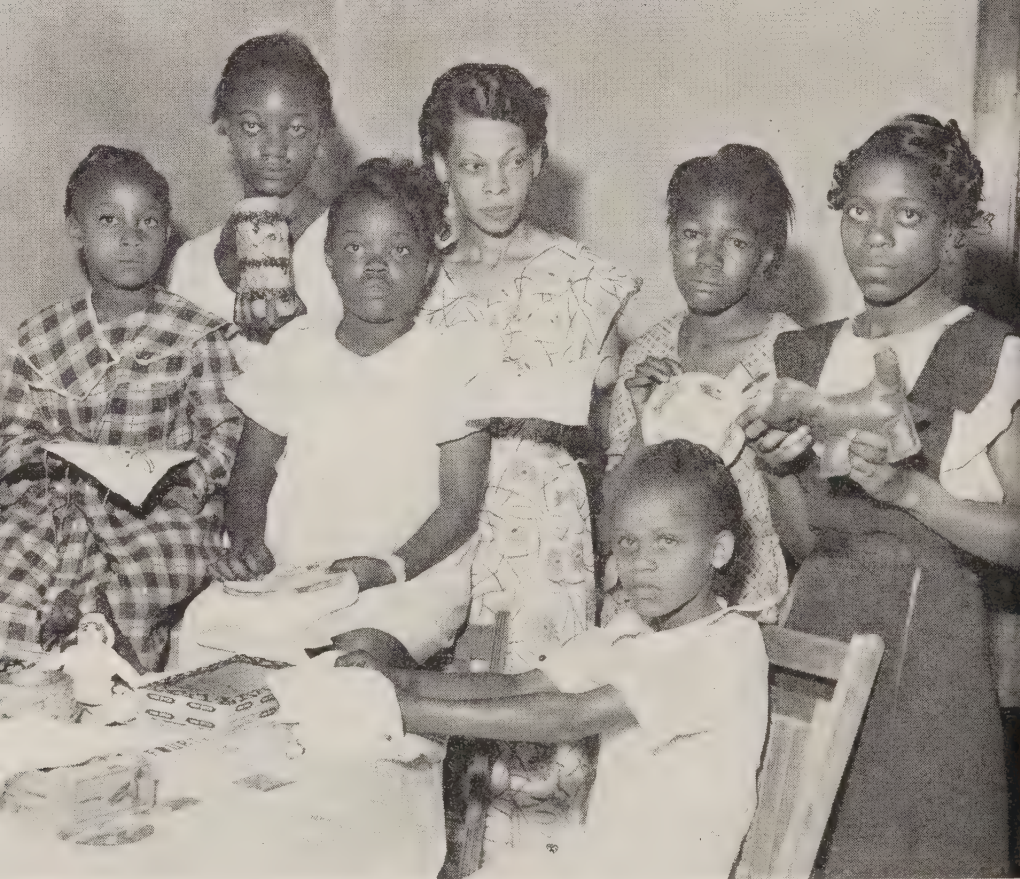
Make available the entire physical, industrial, and other resources of the nation to youth, and without leadership to take advantage of opportunities, youth will be confused. Youth will falter, youth will hesitate, youth will sabotage all plans for his benefit—unless he has engendered within him the idea of skill, sacrifice, service and leadership.

When the National Youth Administration program was first launched in Illinois, by William J. Campbell, and had to be outlined to Negro citizens, we started to educate the Negro youth on a program of leadership. We educated the Negro youth, first, on the *future*. Only those persons who move in the present with their eyes constantly focused on a distant goal

are really leaders or good followers. Leaders must have perspicuity, leaders must have a vision of where they are going and be prepared to work now on a plan to advance through many levels to the heights of the “crystal stair.”* After the “millionaire mania,” after the “depression psychology,” after continued refusals of employers to hire Negro youths for any kind of job whatsoever, those Negro youths, who alone might have broken the “color line,” were without vision. The American way of solving problems by individual initiative seemed to have been caught on the rocks.

Work-Earn-Learn Program

Fortunately, we had in dealing with the underprivileged youth, for



GIRLS WORKING IN A HANDICRAFT CLASS CONDUCTED BY
NYA YOUTH LEADERS

the first time, resources in the form of payment for work performed to inspire and implement his life. Tormented by the "color line" and faced daily with insufficient funds to meet family needs, youth could not see into the future through the present clouds of desperation. We were able to furnish them work, and youth began to listen.

There is, of course, the *mass* leadership ideal that inspires large groups of persons to join with movements in order to be in the vanguard of action. But we knew that in order really to establish ef-

fective levels of action we would need more disciplined leadership. Therefore, a Residence School for Girls, a school to train girls in household arts and various handicrafts, was established for a period of six months. Directly from the relief rolls and from relief families, these youths were taken and trained. And, when the course was over, they were placed in various positions of responsibility to guide and assist other youths in their respective communities, in the art of leadership.

All socially beneficial organiza-

tions which had worked for years among underprivileged groups, and especially the Negroes, had curtailed budgets. There were not sufficient organizations available to handle on a work-earn-learn basis large numbers of untrained, and in many cases, undisciplined youths. We needed more youth-conscious social agencies, in order to adjust the program of the NYA to the needs of Negro youths.

Out of the need for agencies developed, first, young leaders in the form of *supervisors*, not necessarily from relief rolls and not altogether without training. They were necessary to guide and direct the hundreds of youths who were assigned to work on the NYA program. For this purpose, young persons were called. They were thought to have the needs of youth closer to their hearts. They knew that one must be both stern and lenient; that games, dances, hikes, dramatics, tennis and boxing must vie with art-crafts, sewing classes, clerical work, pre-school groups and other activities in the discipline of an earn-while-you-work-and-learn program.

Boys' and Girls' Club Work

Through the leadership of youthful supervisors and youth committees we have developed youth centers. In Chicago, in cooperation with the South Side Boys' Club, a youth center has been organized, far-reaching in its effect upon the underprivileged Negro boy in Chicago. We have assisted the Boys' Club in an expansion of its club work, its athletic teams, its library,

its workshop, its radio repair and maintenance shop, and other activities which appeal to boys. NYA youth assistants offer classes in woodcraft, airplane designing, radio, photography, and simple English and arithmetic.

Similarly, with the girls. In cooperation with the Friendly Big Sisters' Organization and the South Side Settlement House, girls are given training with emphasis on planning for life, but in a great measure upon the development of household craft, child care and health education, with an aim to better fit them to carry on their future functions as mothers and housewives and community citizens. Both girls and boys are given opportunities to "brush-up" on their clerical skills through employment in offices and through review classes in stenography, typing, business English and mimeographing.

Finding Sponsors

In downstate Illinois, social organizations were not conscious of the youth problem and had not launched any efforts toward ameliorating conditions of underprivileged youths. It is interesting to analyze the types of cooperative leadership from that group of persons known as *sponsors*. East St. Louis offers an example of the NYA efforts required to create sponsorship. The National Youth Administration went into East St. Louis and developed a consciousness of the needs of youth and so stimulated the community that a building was turned over to the National Youth Administration to be

operated as a youth center. A group of citizens was called in and presented the problem of sponsorship for the community center. This committee, after a thorough understanding of the value of a youth community center, agreed to sponsor and operate the center. Called the East End Community Center, this organization is giving youth training in recreation, dramatics, and handcrafts. The Children's Orphan Home is sponsoring and providing space for the girls' production shop. Here girls are receiving training in sewing, millinery, rug-making, weaving, and dressmaking. The St. John M. E. Zion Church turned over its basement, consisting of 1,200 square feet of floor space, for a wood-working shop with hand tools for the training of the boys in drafting, mechanical drawing, and industrial arts.

A simple listing of the sponsors of St. Clair County will give an idea of the variety of groups cooperating in the development of youth programs. They are: the Lovejoy School, the Mary Martin Community Center, the Welfare League, the Violet Thimble Club, the Wednesday Study Club, the Federated Women's Club, and the New Hope Church.

Throughout the state, citizens have been given an opportunity to come together in committees, councils, boards, and advisory groups to assist the NYA in solving the problems of *work* and *play* for the Negro boy and girl. These citizens have assisted in giving the Negro youth full participation, equal rep-

resentation, and desirable integration into the National Youth Administration program.

Extended Services

In Chicago, many established institutions have cooperated in a form of leadership known as extended service. Existing agencies have been able through NYA cooperation to extend their youth welfare activities to reach many more young people than they formerly could through their limited budgets. For instance, through the Chicago Tuberculosis Institute and the Provident Hospital we have been able to give complete physical examinations to over six hundred NYA project employees, and in cooperation with the State Department of Health we have organized classes in community sanitation, environmental hygiene, and personal hygiene.

Far more technical and often more practical, as applicable to large centers of concentration, we have been able to develop certain activities of leadership in specific social skills and arts. In Chicago, we were able to develop a youth orchestra which functioned as a community project for the enjoyment of all youth. Similarly, and with more success, has been the development of the Chicago Youth Chorus which has given youths an opportunity to develop their talents for singing and to further stimulate cultural development. The chorus has completed fourteen consecutive weeks of broadcasting over radio station WCFL, and will soon

be heard over stations WLS and WGN.

The drive and vision which dominate each member of the National Youth Administration program is one of hope and belief in the ideal that the American youth may lead himself and others out of the "slough of despond" into the realm of healthful, adjusted, and skillful citizenship.

Across the State, under the leadership of citizens, we have developed programs for Negro youth. We have turned vacant fields into recreational areas with youth labor, we have changed dilapidated buildings into youth centers, and we trust that through the cooperation of these citizens we have instilled in the minds of our National Youth

Administration workers the importance and the meaning of citizenship and leadership. We definitely feel that, if the National Youth Administration should step out of the picture tomorrow, these community organizers, these community citizens, these Negro citizens in the vanguard of leadership would attempt to carry on their work of helping to make America a better place to live, and making the Negro youth a better American.

"'Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin'
And life for me ain't been no crystal
stair.'"
—From Langston Hughes' poem,
"Mother to Son."

Glimpses of Our Capital

THE LINCOLN MEMORIAL*

A monument within a monument, has been one reference to this memorial to Abraham Lincoln. This is indeed a truism when one considers that seven years elapsed between the laying of the cornerstone, on February 12, 1915, of this white marble temple with Doric columns, and its dedication on May 30, 1922; and that four years were required to complete the 150-ton marble statue of Lincoln.

An unsuccessful movement to erect a memorial to Abraham Lin-

coln was started in 1867, and again in 1902, when Congress approved an Act creating a Commission to procure a design for a memorial. It was not until 1911 that an Act was passed, creating the Lincoln Memorial Commission with President William Howard Taft as Chairman. The Commission chose the site in 1912 and accepted, during the same year, a design from Henry Bacon. Congress made the initial appropriation available in 1913, and ground was broken on February 12, 1914.

The Lincoln Memorial stands in

*See front cover.

West Potomac Park, near the north shore of the Potomac River, on the axis of the Mall, of which it marks the western terminus (the Capitol marks the eastern terminus, while the Washington Monument is directly in its center). It faces eastward, rising from the center of a terraced and beautifully landscaped circular mound. A 90-foot wide terrace-approach of granite steps and platforms with cobblestone panels leads from the roadway to a flight of marble steps flanked by huge granite buttresses. Each buttress is surmounted by a carved tripod, eleven feet high, cut from a single block of Tennessee marble. The superstructure is of white Colorado marble flanked on all sides by a colonnade of 36 Doric columns, one for each State existing at the time of Lincoln's death. On the attic walls inside the Memorial appear the names of the 48 States.

The interior of the building is divided into three chambers by eight Ionic columns, four to a row. The central chamber contains the statue, while on the walls of the north and south chambers are inscribed the Second Inaugural Address and the Gettysburg Speech, respectively. Above the two addresses are murals by Jules Guerin.

The statue, by Daniel Chester

French, represents Lincoln as the great War President. He is seated in an armchair 12½ feet high, over the back of which a flag has been draped. The figure is 19 feet high. The statue was carved from 28 large blocks of Georgia marble interlocked so perfectly that it seems to be one huge monolith. On the wall above the statue is the inscription: *"In this temple as in the hearts of the people for whom he saved the Union the memory of Abraham Lincoln is enshrined forever."* In the daytime, light from the marble ceiling and from the eastern opening reaches the statue. At night, a special lighting system illuminates it and gives varying effects when viewed from different angles.

Constituting a part of the memorial plan, there lies directly eastward a long reflecting pool and a small rainbow pool which have a combined length of 2,000 feet. The reflecting pool is surrounded with grassy terraces and walks, while bordering it are English elms, planted in memory of the soldier dead.

Completed at a cost of \$2,940,000 and closed only on Christmas and Labor Days, the Lincoln Memorial is visited by about 500,000 persons each year.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

A. M. Strange

Contributor to Negro Education Through the County Training Schools

W. MILAN DAVIS

From time to time, names of men and women appear in our columns as outstanding contributors in this or that field of endeavor; in most cases they have added materially to human advancement and social progress.

In our mad rush for fame or honor, some of us lay claim to achievements which, in the final analysis, really mean nothing. Others seek every opportunity to "jump in the band wagon" of publicity. But how different with men who really do things. They do their jobs whether little or big, and, no matter how outstanding the accomplishment is, they pass it up as just a common happening in the events of that day. And, if someone did not ask them questions, we would never know about some of our real contributors to racial advancement. This story is about just such a modest and retiring man.

A Movement Begun

In 1910, a modest, unassuming, though energetic man, a graduate of Alcorn College, Mississippi, entered the small town of Kentwood, Louisiana, to begin a movement which, I dare say, has had a more potent and outstanding influence upon race education than any one other influence which has been, or is now, working in the field of education in the South for Negroes. This man had been a close student



A. M. STRANGE

of the attempts of school men who had tried to establish and operate Institutes (as they were called) which were private schools with advanced literary training, with a smattering of industrial training. These schools were supported entirely by donations from both northern and southern white people. He noticed that, for a year or

two, they would apparently do well, and then they would fail. The building, in which the work had been carried on, was left standing by the roadside in disrepair, and was a sad reminder of days when the boys and girls of that community had hopes of advanced education and of an opportunity to learn a trade.

Public Support Gained

Finally this man came to the conclusion that, no matter how worthy the aim of the founders of such schools, they were doomed to failure when they had to depend entirely upon donations for their existence. He, therefore, began to think of a way that would insure their permanence. He took the matter before his Parish Superintendent, A. C. Lewis, Amite, Louisiana, who is now of Baton Rouge. So thoroughly did he convince Mr. Lewis of the value of these schools, and that the only sure way to make them permanent would be to incorporate them into the state school system, that Mr. Lewis told him that it was an experiment but he was willing to try it.

Mr. Lewis advised Professor Strange to write to Dr. James H. Dillard of Charlottesville, Virginia, who was then general agent for the John F. Slater Fund, setting forth the entire case. Professor Strange wrote Dr. Dillard at length and, to his pleasant surprise, Dr. Dillard was convinced and won over entirely by a second letter written by Professor Strange. Redey says in his book, *Development of County*

Training Schools in the South, published in 1935, that Professor Strange's letter eloquently reveals the growing economic problems of the races and the co-operative means through which the early movement for public secondary schools for Negroes gained impetus. Redey further states: "The scholastic year 1911-1912 marks the beginning of the County Training School Movement as far as the Slater Fund is concerned. Superintendent Lewis of Tangipahoa Parish working with Dr. Dillard, B. C. Caldwell, the field agent for the Slater Fund, and Strange, worked out plans whereby the Kentwood A. and I. High School was changed to the 'Tangipahoa Parish Training School for Colored Children.' The school board agreed to furnish teachers and equipment, and the Slater Fund gave assistance to the amount of \$500 toward the salary of an industrial teacher in the school. Lewis recognized in this type of rural secondary school a potential means of improving the PREPARATION OF RURAL TEACHERS. This, then, is the account of the establishment of the FIRST of these schools. At the same time it is probably the account of the beginning of one of the FIRST PUBLIC RURAL SECONDARY SCHOOLS FOR NEGROES IN THE UNITED STATES."

Aims of School

Prepared teachers were very rare in that section of Louisiana at that time, and the need for improving this condition was felt. Therefore,

in the most substantial Negro community in the parish, the above mentioned school was built, drawing its support from three sources, viz., one part from citizens and friends, the second part from the Slater Fund, and the other part from the parish. In addition to a good elementary school course, the county training school carried two years of high school work. In the high school department, elementary training was given in school methods, for it was from the county training school that the future best-prepared county teachers would come. Besides the courses mentioned above, home science, carpentry and cabinet work were taught to the young women and young men respectively.

With a definite four-point program as mapped out above, viz.—(1) a good elementary school (1st-8th grades), (2) a good two-year high school course, (3) industrial training for girls and boys, (4) elementary teacher-training work—this type of training for Negroes seemed to have won popular approval from the start.

The first County Training School was under the direction of A. M. Strange, the man who conceived the idea. So efficiently was it managed that Superintendent Lewis lost no time in publicizing it. He was sure that the real solution for rural high schools, with industrial training for Negroes supported by

public taxes, had been reached. How well this idea has taken hold can be seen by the fact that, reaching from Virginia to Florida and from the Atlantic Ocean to New Mexico, we find the County Training School, which is nothing but the rural high school. These schools did their work so well that, when vocational education under Federal supervision was instituted, these schools were selected to do that work.

Educational Pioneer

Booker T. Washington instituted industrial education in a private school supported by donors; but it was A. M. Strange who brought into being a system of industrial training and rural high schools supported by the taxes of the citizenry. So, when we look around for those who have made a real contribution to education for Negroes, the name of A. M. Strange should appear. Professor Strange is now at the Okolona Industrial School, Okolona, Mississippi, where his idea is being worked out perfectly. President Strange should now be enabled to expand the worthy beginnings he has already made in this direction, for the college is providing adequate means for performing this type of service. The Okolona Industrial School, through President Strange, is fast becoming a clearing house and a vigorous disseminator of information about education for Negroes.

Dost thou love life? Then do not squander time, for that is the stuff that life is made of.—BENJAMIN FRANKLIN.

PWA and Negro School Buildings

ROBERT C. WEAVER

Since the activities of the Public Works Administration have been varied and extensive, the writer has deemed it wise to restrict this article to the school building program financed by Public Works funds. A resume of available figures indicates that the Public Works Administration has financed 70 per cent of the schools built in the United States during the depression. Undoubtedly, Negro schools have been as dependent, if not more dependent, than schools as a whole upon Public Works financing.

In order to understand the distribution by states of these school projects, it is necessary to bear in mind the nature of the Public

Works Administration. This agency of the Federal Government financed two types of projects. The first type is represented by direct grants to Government institutions or Government supported institutions by the Federal Government through the Public Works Administration. Construction programs so financed are designated as federal projects. Such projects include the improvements at Howard University and Freedmen's Hospital. The second type of projects are facilitated by loans and grants made to institutions of municipal, state, or county governments. These are called non-federal projects. In order that such projects be undertaken it was necessary for the local governmental unit or its agency to initiate them and make an application to the Public Works Administration. With the exception of those at Howard University, which received \$3,381,701 as a federal grant, all the school buildings financed by the Public Works Administration and benefiting Negroes directly have been non-federal PWA projects.

Number and Cost of Schools

As of September 30, 1937, the PWA had financed through its non-federal projects the construction of 230 new Negro school buildings, the improvement and alteration of 119 existing colored school buildings, and the construction of 64 other buildings such as auditoriums,



THE COLORED CHILDREN IN BALTIMORE HAVE A NEW SCHOOL BUILDING, BUILT WITH WPA FUNDS, LOCATED AT CAROLINE AND JEFFERSON STREETS.

gymnasiums, teachers' homes and the like. The estimated total cost of these buildings is over \$20,000,000. Of this amount the Public Works Administration has loaned or granted about \$10,000,000. The remainder has been contributed by the states, cities, or counties which have sponsored these projects.

Among the non-federal projects included are school buildings in Illinois (Chicago), Arizona, New Jersey, Indiana, Kansas, Ohio, and Pennsylvania. In these states there are no systems of state-wide separate Negro schools. The projects listed for them in this article are either in a state system of mixed schools (but so located as to be almost exclusively for Negro students) or a part of a local school system where there are separate schools for Negro and white pupils. The cost of Negro school projects by states is given below.

Special Features

There are several interesting features about these PWA financed schools for Negroes. In the South certain states—Mississippi, Arkansas, South Carolina, and Louisiana—have relatively few PWA financed Negro school projects, and in many of the Southern States there has been a rather unusually heavy concentration of Negro school projects among state supported colleges. In one state, West Virginia, all PWA school projects for Negroes are located at state colleges. Funds allocated to Negro schools below college grade have been concentrated in the field of elementary education. In Alabama there are

two new Negro high schools in a total of 46 new buildings and one project for secondary schools out of a total of 14 remodeling projects. In Arkansas 90 percent of the PWA allotment has been spent at the state college. The remainder was used to construct an elementary school. Most of the Florida allotment for Negro school buildings was spent for the state col-



THE NEW TAYLOR GRAMMAR SCHOOL FOR COLORED CHILDREN, IN RICHLAND COUNTY, S. C.,

lege, and the remainder facilitated the erection of elementary schools. In Georgia no new Negro high schools have been built, but an addition was made to one secondary school. In Kansas there was a Negro high school included in the state program. In Louisiana one new colored high school was constructed. No Negro high school projects are reported for Maryland. In Mississippi one new Negro high school has been built, while in Missouri three Negro high school buildings have been constructed. The program in North Carolina includes three Negro high school buildings and two additions to existing high schools. In Oklahoma a stadium has been built at a Negro high school which was remodeled under the program. In

South Carolina there were no high school projects for Negroes. In Tennessee three Negro high schools have been constructed and one repaired. In Texas there was a Negro high school building constructed, and in Virginia eight high school projects are included in the Public Works Administration program for Negroes. In the border states and the North greater attention has been paid to secondary schools for Negroes. Thus, there is a \$75,260 high school annex included in the Delaware program, a \$3,794,143 high school in Chicago, and a \$647,459 high school in Kansas City, Missouri. Throughout the program there seemed to have been a tendency to concentrate the building of high schools as well as elementary schools for Negroes in urban centers.



REED CONSOLIDATED SCHOOL, HENDERSON COUNTY, KENTUCKY

Regional Differences

Among PWA schools for Negroes, there are many developments which are worthy of attention because they represent the expenditure of sufficient money to facilitate the erection of large, effi-

cient school plants. These projects reflect interesting regional differences in the types of schools available to Negro pupils. There is a \$227,900 development at Gadsden, Alabama. The project included the West Gadsden Grade School and the Tuscaloosa Avenue Grade and High School. In Pensacola, Florida, a Negro school has been built at a cost of \$170,000. At Macon, Georgia, there are three new colored schools constructed at an estimated cost of \$169,129. In Indianapolis the Public Works Administration financed a Negro school which cost \$202,361, while in Chicago the Lilydale Grade School cost \$124,369, and four other grade schools whose attendance will be predominantly, if not entirely Negro, cost \$1,042,974. A new colored school in Lexington, Kentucky, cost \$80,000, whereas a new Negro school in Baltimore is estimated to cost \$240,000. In St. Louis, Missouri, two new Negro schools and additions to three others cost \$372,722. A new high school for Negroes in Durham County, North Carolina, is estimated to cost \$101,247, and a school for Negroes in Thomasville, North Carolina, is estimated to cost \$149,705. The addition to two elementary schools and the remodeling of the Douglas High School in Oklahoma City are estimated to cost \$477,322. In Greenville, South Carolina, there is a \$98,000 Negro school. Nashville, Tennessee, has a \$436,265 high school project. Chattanooga has a \$150,173 elementary school, while Knoxville has a \$218,345 junior high school.

Memphis has five Negro school projects. They include three buildings which are estimated to cost \$161,818, \$161,165, and \$118,496. Fort Worth, Texas, has, under the PWA program, \$329,011 for one new colored school building and an addition to an existing Negro school. In Houston \$275,000 is being spent on new Negro schools, while a \$200,000 high school is included for Dallas. Newport News, Virginia, has a \$141,000 high school, and in Richmond the PWA is assisting in the financing of a \$465,000 high school.

Most Buildings in Cities

Most of the PWA school buildings are located in cities. Indeed, over three-fourths of the money expended on Negro PWA schools has been allocated to urban communi-

ties. Thus, it seems that the program of Negro school construction financed by the PWA marks no new pattern in the urban-rural distribution of funds for school construction. It has been largely a replacement program concentrating on elementary schools and has, for the greater part, facilitated the building of secondary schools in communities where such facilities had existed in the past. That this should be true is natural since the program was initiated as a means of assisting states, cities, and counties to finance school building which they could not undertake without federal aid. The local authorities, as sponsors of these projects, largely determined the nature of the construction program which resulted from the cooperation of the PWA.

NON-FEDERAL PWA SCHOOL PROJECTS

(AS OF SEPTEMBER 30, 1937)

State	Total	Estimated Cost	
		Colleges	Elementary and Secondary Schools
Alabama	\$ 866,495	\$	\$ 866,495
Arkansas	105,971	84,800	21,171
Arizona	22,344	.....	22,344
Delaware	113,373	.....	113,373
Florida	747,431	367,282	380,149
Georgia	749,457	56,800	692,657
Indiana	266,861	.....	266,861
Illinois	4,961,486	.....	4,961,486
Kansas	55,233	.....	55,233
Kentucky	291,270	133,543	157,727
Louisiana	216,998	115,000	101,998
Maryland	974,390	521,245	453,145
Mississippi	317,461	.....	317,461
Missouri	1,536,584	181,818	1,354,766
New Jersey	54,545	.....	54,545
North Carolina	2,067,713	1,065,317	1,002,396
Ohio	386,751	.....	386,751
Oklahoma	721,549	215,227	506,322
Pennsylvania	467,000	467,000	.....
South Carolina	373,019	58,000	315,019
Tennessee	1,514,274	.....	1,514,274
Texas	1,084,591	.....	1,084,591
Virginia	2,081,732	859,273	1,222,459
West Virginia	489,308	489,308	.....
Total	\$20,465,836	\$4,614,613	\$15,851,223

“Away With the Inferiority Complex”

ATWOOD S. WILSON

There are two types of white people in America, as far as the Negro is concerned: one, a fair group, which accepts him as a pioneer builder in America and wants to make a place for him and plan his adjustment; and another group which looks upon him with disfavor and would eliminate him from the American social order. The former group is secure and adjusted and does not fear Negro superiority, while the latter, perhaps due to socio-economic problems and fear of competition, would prefer his elimination and competition for their own assurance of a foothold in the scheme of American life. The former group is tolerant in its attitudes and scientific in its judgments. The latter group is often biased and would rationalize its attitudes by securing any facts or data that might be distorted and use them in argument to substantiate its treatment of the Negro.

Rationalizations from Intelligence Tests

In the latter group are found some of those who are engaged in educational research and who would rationalize their prejudices. The writer has in mind certain comments on intelligence testing often found. Some of these authors are most inconsistent. For example, they say that the white rural child has a lower intelligence quotient (I.Q.) than the city child,

but they will not say that the rural child is an inferior child. They say that children of the professional and business classes have a higher intelligence quotient than children of mechanics and laborers, but they will not say mechanics' children and laborers' children are inferior to other children. But in the case of the Negro, they argue that differences in I.Q. are racial and prove the Negro to be inferior. The tendency of some educators is to rationalize their prejudices when they think of the Negro.

Negroes' Record

Historical facts explode this inferiority of the Negro because he has gone as high as possible in fields requiring the highest mental ability. Mention need only be made of the fact that Negroes have obtained the Ph.D. degree, the highest possible degree, from leading schools such as Harvard, Chicago, Yale, and Columbia, in all branches of learning. Moreover, the Negro race has produced creative writers, singers of note, educators of note, scientists of note, and noted persons in all walks of life. The Negro has excelled in some fields. For example, we have in Joe Louis a champion in the field of boxing, and Jesse Owens, the world's greatest athlete—a boy who can jump farther and run faster than any other boy in the world.

Opportunity and "Intelligence"

A brief analysis of devices which are used in judging the Negro reveals that the results of tests, which measure achievement in school, correlate very high with intelligence test results. The achievement tests measure schooling and environment, it is agreed, and intelligence tests supposedly measure native ability; yet the one who scores high on one test generally scores high on the other. Are the tests not then measuring the same thing, namely information and facts learned in school? Who would argue in this case that the Negro should make as high a school rating as the white child? His schooling is inferior and hence it is logical that his performance should be inferior. We need only to note that in the southern states where most Negroes reside the per capita cost of education for the Negro is often one-tenth of that for the white pupil. To expect the same type of performance would be absurd.

Environment and Health

Then let us study health, where

the Negro is said to be inferior as to susceptibility to disease, such as tuberculosis, and also length of life. Does not the Negro have the dirtiest jobs, the most unsanitary work, the most inadequate hospitalization, less money for medical attention, because of low wages paid him, and, therefore, less nourishing food for the baby, etc.? If, then, the Negro lived as long as the white person, he would be a super-being. The apparent differences are due, therefore, not to race but to socio-economic status.

The Negro child should, therefore, not be misled into thinking that he is of inferior stock because of his race. His differences are due to environment and lack of equal opportunity. When all factors are made equal, the Negro child will do as well in any line as any other child. The Negro child should know the truth. He is just like any other child. All teaching of him should tend to eradicate an inferiority complex and tend to urge the development of his abilities and the seeking of opportunities due every American child.

CREDIT TO WHOM CREDIT IS DUE

In order that we may give recognition to many persons who have made noteworthy, but frequently unrecognized, contributions, we are inviting our readers to send to us short biographical sketches of persons whom you know to have made outstanding contributions to the education of Negroes. These persons may either be, or have been, administrators, teachers, or otherwise connected with education or some allied field. These sketches should not exceed 1,000 words and should be authentic and specific as to the contribution. We invite you to assist us in this much needed effort. Send all contributions to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

Teaching Aids

Youth—A World Problem

This is a study in world perspective of youth conditions, movements and programs by W. Thacher Winslow, administrative assistant of the National Youth Administration. It gives up-to-date and essential information about the activities of youth in 58 different countries of the world. Teachers and students of youth problems will find it helpful in broadening the scope of their knowledge of this subject. The publication includes such phases of youth problems as vocational guidance and training, student aid, employment and unemployment, recreation, political activities, private youth organizations and movements, military training, government - controlled youth organizations. *Youth — A World Problem* is for sale by the Superintendent of Documents, Washington, D. C. The price is twenty-five cents.

Wheels

Three booklets: (1) *Chemistry and Wheels*, *When the Wheels Revolve*, (2) *Metallurgy and Wheels*, and (3) *The Story of Men, Metals and Motors*, which deal with the automobile industry, and a fourth booklet, *Diesel—The Modern Power* which deals with the Diesel engine should be of interest to science and mechanical arts teachers. *Chemistry and Wheels* is the story of the combustion of gasoline in an

automobile engine from the standpoint of the chemist. *When the Wheels Revolve* is the description of the operation of the automobile from the pistons to the rear wheels. *Metallurgy and Wheels* is a story of the use of iron and steel in the automobile industry. This booklet starts with the history of iron from prehistoric times and describes, in non-technical language, the processes and products from the iron mine to the finished automobile. *Diesel—The Modern Power*, is the romantic story of Diesel engine development from Dr. Diesel's mysterious disappearance to the modern streamline trains. Descriptions of the operation of the Diesel engine is given in everyday language. These booklets are distributed by the Department of Public Relations, General Motors Corporation, 3044 West Grand Boulevard, Detroit, Michigan.

Federal Support for Education

The September issue of the *Research Bulletin* of the National Education Association is devoted to the issues and the facts regarding federal support for education. It discusses such important items as the inequalities among the states that make federal aid necessary, the ability of the nation to support education, and the need for the education of children in all of the states as problems of national concern. These items have ample sta-

tistical treatment but are presented in such an easily understood manner as to be helpful to teachers, members and officials of teachers' and parent-teacher associations, and civic organizations. Single copies of this bulletin are for sale by the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., for 25 cents. Substantial reductions are given on quantity orders.

Government Publications

Three recent publications of the Office of Education, U. S. Department of the Interior: *Essentials in Home and School Cooperation*, leaflet number 35 (5c) gives school administrators information as to how to secure and hold the active cooperation of parents in doing

the things that need to be done in the interest of the children; *Sources of Visual Aids and Equipment for Instructional Use in Schools*, pamphlet number 80 (10c); *Public Affairs Pamphlet*, bulletin 1937 number 3 (10c), is an index to inexpensive pamphlets on social, economic, political, and international affairs; are for sale by the Superintendent of Documents, Washington, D. C. *Educational Measures Before the 75th Congress, First Session, 1937*, circular number 171, presents the educational measures enacted into law and digests of bills before the 75th Congress. This circular may be secured by writing directly to the Office of Education, United States Department of the Interior, Washington, D. C.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Shall I Be A—————?

MY DEAR NEPHEW:

I shall never say again that boys do not write as interesting letters as girls! Yours have been surprisingly delightful, even those that sent out the S-T-A-R-V-I-N-G SOS, or should I say, SOF (send on food)?

It is regretted that we did not have a chance when you were last here to go more fully into your plans for the future. But your statement, "I believe I have made no mistake in the choice of my vocation, or in the selection of my school," has remained with me. With that expression still ringing pleasantly in my ears, imagine my surprise to get your letter asking me the question

SHALL I BE A BUILDING CONTRACTOR?

Well, my boy, from the earliest days man has been a builder. Ages ago caves were abandoned for crude buildings fashioned of wood, stone or sun-baked clay. Since then, every age has added something to the building art. The work has become more technical with the application of modern science to construction. Building construction is of universal interest to both men and women. Conservative estimates indicate that in 1929 construction outputs were of greater value than those in the automobile or the iron and steel industry. The number of workers employed was much larger.

Considerable attention has been given to public building, but your interest lies in that part of the industry which depends upon private initiative, such as dwellings, churches, apartment houses, and garages.

In spite of its importance we shall not discuss now the technical training in engineering, in structural design as applied to buildings, in principles of management related to the business of contracting in what may be called good practice in construction. In other words, we shall assume that your courses, if and when you enter upon them, will cover such matters.

But success in any enterprise depends not alone on technical training and the knowledge of laws and regulations, but also upon certain personal traits and outlooks. A contractor must be accurate, energetic, and reliable. A small mistake may lead to disaster. Therefore, granting technical knowledge,—Do you know how to organize and handle your men? Can you get their point of view? Will you see that they have an opportunity to offer helpful suggestions? The work of the modern builder is a business. Do you take pleasure in business relations and in contact with people as well as with things? Are you healthy and strong? Do you have a liking for outside work?

There are many advantages in being a building contractor. The work is usually healthful, affords good pay, and a variety of occupations. It is one of the few major industries in which "rugged individualism" still predominates. Each contractor meets the particular job in his own way. Then, too, there is a distinct joy in active construction—in watching a building grow under one's own hands. Also, the management of work and the direction and control of labor are fascinating.

Finally, I would say that the logical step to progress in the development of a contracting business is for one to work from a small business, requiring very little capital, gradually developing the field until one is able to handle large jobs. You have notable examples of this method in the lives of many successful contractors.

And now, recalling our last conversation, I am almost afraid to send this letter lest I destroy some of your confidence and enthusiasm. But I believe you will understand my desire to be helpful, at any rate I am hopeful that the accompanying references may be interesting to you.

Your devoted,

Auntie "Kay."

REFERENCES

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MYERS, GEORGE. *Choosing A Suitable Vocation*. Ann Arbor, University of Michigan, Vocational Education Department, 1935.
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EDUCATIONAL NEWS AND EVENTS

Named

● William M. Cooper, Director of the Extension Division of Hampton Institute, was named to the first annual (Richmond, Va.) *Times-Dispatch* Honor Roll. This newspaper endeavors to name to its Honor Roll "only those who have achieved above and beyond what is expected of them. To gain a place on the roll, it is not sufficient merely to do a job well. It must be done superlatively well." As the only Negro among the twelve named to the Honor Roll, the modest and affable Mr. Cooper states that it "is especially significant for the Race as well as for myself. Naturally, I am grateful for the recognition."

● Felton G. Clark has been named to succeed his father, J. S. Clark, as President of Southern University. J. S. Clark will retire from that office in June.

● Ambrose Caliver, Senior Specialist in the Education of Negroes in the Office of Education of the U. S. Department of the Interior, has been named a member of the Southern Education Foundation.

Selected

For their cover picture of the outstanding personage for the week ending January 24, 1938, *Time*, the weekly newsmagazine, chose "Col-

ored People's Walter White." Basis for the selection was Mr. White's activities with the N.A.A.C.P., and its fights for passage of an anti-lynching bill, for which, *Time* claims, makes him "the most potent leader of his race in the U. S."

Essay Contest

Nearly 100,000 Negro college and high school students throughout the country are expected to participate this Winter and Spring in the Fifth Annual Essay Contest of the National Tuberculosis Association. The subject is "Why I Should Know About Tuberculosis and What I Should Know."

State organizations, which are cooperating with the Committee on Tuberculosis Among Negroes of the National Tuberculosis Association, plan to hold statewide competitions and will then submit the winning papers for the national prizes.

The length of the essay is limited to not more than 3,000 words. Cash prizes in the national competition will be increased this year over the 1937 awards. The first prize will be \$50.00, the second \$25.00 and there will be five prizes of \$5.00 each.

Last year more than 50,000 papers from 28 states were submitted in the national competition. The

winner among college students was Miss Jessie Duplantier, Prairie View State College, Texas, and the winning high school essay was that of E. Burleigh Jones, of Arcadia, Oklahoma.

Negro students in high schools will compete for national prizes totaling \$100.00. The first prize will be \$25.00, the second \$20.00, the third \$15.00, the fourth \$10.00 and there will be six prizes of \$5.00 each.

Education of Negroes

Bulletin, 1937, Number 8, of the U. S. Department of the Interior, Office of Education, is a five-year bibliography of selected references on the education of Negroes. It covers the years from 1931 to 1935. Compiled by Ambrose Caliver and Ethel G. Greene, with the assistance of workers in the educational field, this bulletin may be bought for ten cents from the Superintendent of Documents, Washington, D. C.

Jeanes Teachers

The Southern Education Foundation voted, at their annual meeting, "to accept the Virginia Randolph Fund and any additions that may be made to it hereafter, the same to be held as a permanent fund carrying the name of the first Jeanes Teacher, Miss Virginia Randolph, the interest from the investment of this Fund to be used for promoting Jeanes work in counties not yet enjoying its benefits, or to introduce the work or promote the ideas involved in Miss Randolph's work in places where

the funds now held by the Southern Education Foundation may not be used." Arthur D. Wright, President of the Foundation, presented to its members a report of over \$9,500 raised by the Jeanes teachers for the Fund. This Fund is stated to be the first permanent endowment fund of a general nature ever created to carry the name of a member of the Negro race. Miss Randolph still is active in Henrico County, Va.

On a two-day exhibit at the offices of the Foundation in Washington were articles sent in by 354 of the 471 Jeanes teachers. These articles were made of inexpensive, native and waste materials and gave evidence of the correlation of hand-work with academic work. Miss Shellie T. Northcutt, Special Jeanes Teacher, is in charge of the exhibit, which was recently shown in New York City, and which will be shown also in Detroit.

Negro Youth Study

A recent grant of \$110,000 by the General Education Board to the American Youth Commission of the American Council on Education makes possible the starting immediately of a study to ascertain what effect their minority status has upon the personality development of Negro Youth. The aim will be to determine the Negro's status in at least three areas: (a) where their socio-racial position is relatively stable, as in certain rural sections; (b) where their position is relatively mobile, as in some urban communities; and (c) where they shift from one environ-

ment to another, as those involved in urban or northern migration, or both.

Council on Rural Education

The Council on Rural Education, under the general auspices of the Rural Education Staff of the Julius Rosenwald Fund met at Howard University on January 2 and 3. The Council has set as its task, reviving the rural schools as a "real educational institution," and, through education, to enrich the rural life. The members include Southern educators and school officials, representatives of Foundations, and individuals from the nation at large who are eminent in educational and social study and planning.

The World Is Yours

The Smithsonian Institution Radio Program, "The World is Yours" is being presented by the U. S. Department of the Interior, Office of Education, with the assistance of the WPA, over the Red Network of the National Broadcasting Company every Sunday at 4:30 E.S.T. until April 24, 1938. Scheduled for Sunday, February 20, is "The Lincoln Legend." The same network presents "Education in the News" every Friday at 6 p. m., E.S.T., which includes highlights of the week in education. "Brave New World," another program of the Office of Education, is a dramatization of Latin American life and culture. This program may be heard every Monday night at 10:30 E.S.T. over the network of the Columbia Broadcasting System.

Scholarship

Recently voted by the senior class of Manhattan College, New York City, was a four-year scholarship to a member of the Negro race wishing to receive a college education. The scholarship will be for \$1,000 and will be the gift of the class of 1938 to their college. The only rule for qualification is that the scholarship recipient must be a Catholic.

College Activities

● Ground was broken recently for a new library building at Talladega College. When completed, this library will have a travelling library to serve 52 rural schools and a community library to meet the needs of 3,000 citizens of Talladega. A specially fitted truck will make regular trips in the rural areas near the college. President Buell G. Gallagher has made an appeal to the college's alumni to send books of all varieties for these special libraries.

● Quite active is Fisk University's new Social Settlement which was started as an experiment in social work procedure aimed at providing a wider service to Nashville and particularly the community in which it is located. In addition to the customary recreational and social activities, the Settlement has a Peoples' College for the practical education of adults, and a Children's Institute designed to offer greater efficiency in pre-school education for the children of under-privileged families. Director of the Settlement is Dr. Charles S. Johnson.

● Annie Merner Hall, the second dormitory given to Bennett College by Mr. and Mrs. Henry W. Pfeiffer, of New York City, was formally opened recently. The completion of this building makes possible a dormitory for each class on the Bennett campus. Each dormitory is directed by a graduate of the college. In the early spring ground will be broken for a library-administration building.

● Again recognized by the American Hospital Association is the hospital at Prairie View State College. This well-equipped hospital has accommodations for 50 indoor patients. In connection with it is a school of nursing which accommodates 45 student nurses annually. Dr. John M. Franklin is in immediate charge of the hospital, and Mrs. R. A. F. Scarlett, R. N., is in charge of the school of nursing.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

A Challenge to Negro College Youth

Charles H. Houston, special counsel of the N.A.A.C.P., tells of the activities of that organization in its struggle for equality of opportunity in public education for Negroes and particularly in the state universities in the January, 1938, issue of *The Crisis*. He states that "there can be no true equality in a state educating its white students at home and exiling its Negro students beyond the state border." Attorney Houston challenges Negro college fraternities and sororities to help continue the fight for state support for graduate and professional training for Negro college youth by furnishing the students and the money for the necessary test cases to force the states to equalize the situation. He makes the highly important statement that "A Negro has handicaps enough

without having to pay taxes to support the education of white students to learn how to suppress him. The opportunities of education are not equal now; but if the Negro college youth of this generation accept the challenge, they can go far toward making educational opportunities equal, if not for themselves, then for the little Negro children now in the primary and secondary schools." In the same issue Loren Miller gives sound criticism and advice in his article entitled "Hollywood's New Negro Films."

Adult Recreation

"With the development of adult recreation programs as an important phase of the leisure time activities of our departments, it is imperative that we plan the program to meet the needs of all ages and interests," writes Ferdinand Bahr, Director of Recreation in

Sioux City, Iowa, in the January, 1938, issue of *Recreation*. He tells of the activities of the centers under his direction and states that "The success of any adult program depends upon careful planning. This means a careful study of the needs of the adults in the community and the building of our programs around those needs. The most successful adult program will be centered around interest or hobby activities. The recreation program of today in which adult recreation will be an important factor, will be most effective in activities developed by the people themselves, guided by a farsighted recreation leader who will lead their interests along channels that will give to them the fullness of life that only leisure properly used can give."

Dramatizing Uncle Sam's Post Office

Mabel Davison tells of a unit initiated by a class of mentally retarded children in Washington, D. C., in the *Journal of Exceptional Children* for January, 1938. The students planned their trip to a local post office and after first-hand observations built one of their own in the school. Study activities that grew out of this post office unit were: reading, written language, spoken language, arithmetic, manual arts, fine arts, social studies, domestic art, spelling, and character training.

Home Economics as Guidance

In this article appearing in the *Journal of Home Economics* for

January, 1938, Ruth Strang, Maybelle Curtiss, and Helen Overs emphasize that the home economics teacher's main task is the individual development and guidance of pupils. They state that "The home economics teacher may accomplish this task in four main ways: (1) through her personal relationships with students, (2) through the skills she teaches and the information she imparts, (3) through the provision for individual differences which she is able to make, and (4) through her counseling of individuals."

Why a Dual Program in High School?

Superintendent R. L. Hunt, of Madison, South Dakota, raises this question in *The School Executive* for January, 1938. He says that "A study of only a few high school programs will show that there is lack of agreement as to the classification of regular-curricular and extra-curricular or activity subjects. The limited number of instructors, school facilities, and finances make it impossible, under the present school organization plan, for the smaller high schools to offer as wide a range of subjects as the larger schools." In challenging the present dual program in the typical high school he suggests that "(1) all work offered under teacher direction and supervision should be scheduled during the regular school-day program. (2) All work offered should be given credit toward graduation. (3) By the same token, teachers should prepare courses of study or

outlines of work for all subjects. (4) Research is needed to determine the relative importance of each subject and activity in order that each may be placed upon a credit basis proportionate to its relative contribution to the education of youth."

The Evils of High School Debating

Mentioning that "debating can be made highly educational," Raymond H. Barnard gives a thorough analysis of the trouble with present-day high school debating in *The Clearing House* for December, 1937. He names, among others, such evils as bad platform mannerisms, questionable mental attitudes, too lengthy debates, poor and "canned" rebuttal, exaggerated emphasis on winning, and incompetent judges. The author cautions that "Unless better teachers can be trained, unless the emphasis on winning can be removed, unless there is a spontaneous love for debate in the student body, and unless the coach has more time to devote to debate, there will never be any improvement, and most schools might as well drop debating."

I Have Hired Many Teachers

In the January, 1938, issue of *The Instructor* Carleton Washburne, Superintendent of Schools in Winnetka, Illinois, tells of what qualifications he has considered most important in hiring teachers. He asks prospective teachers about such things as their homes, families, family interests, books and fiction they have read in the past

two or three years, world events that have interested them most during the past three years, the traveling they have done, their amusements and hobbies, why they left or want to leave their last position, why they want to come to his schools, and why they want to teach. Superintendent Washburne tells of the methods used in his system to find the factors that enter into a teacher's success and closes with "It is our job, first to get the kind of men and women for our faculty who can contribute to the whole development of the children, because the teachers themselves are interesting and worthwhile human beings, because they have the necessary technique, and because they understand children and can help them to a successful growth. It is then our job to see that when we get such people on our faculty we give them a chance—more than a chance, that we give them stimulation, and help—to live up to their full potentialities."

The Future Possibilities of Graduate Work in Negro Colleges and Universities

This recent address of Morgan College's President, D. O. W. Holmes, appears in the January, 1938, issue of *The Journal of Negro Education*. In it Dr. Holmes gives four "fundamental assumptions which may be considered valid for the next thirty or forty years." They are, "1. It seems probable that, without the intervention of a social miracle, the practice of educational segregation in the South will continue, certainly

through college and probably beyond. 2. It is not very probable, though barely possible, that Negroes may be admitted in limited numbers to state universities in the South. If so, it will be an experimental procedure and cannot be depended upon to meet the increasing needs of the race for graduate instruction. 3. It is probable that those universities in the North and West that now admit Negroes to graduate study will continue to do so indefinitely. 4. In spite of the facilities available in the North and West, there will certainly be a growing demand for graduate study during the next fifty years just as there has been a growing demand for undergraduate study during the past fifty years, and for the same reasons." He states that "Doubtless these assumptions will be unanimously agreed to without reference to the justifiability of the underlying causes. The statement of these assumptions is simply a frank and realistic approach to the problem as it is." Dr. Holmes discusses the qualifying of Negro Colleges for accreditation and the things to be done in the graduate departments of these colleges "to place the master's degree upon a plane of respectability."

Preparing Students for College

"How may we in the secondary schools help many different kinds of young people prepare themselves for four years more of school life best suited to the needs of each one?" This query is made by Wilford M. Aikin, professor of

education at the Ohio State University, in *The Educational Record* for January, 1938, supplement number 11. His first requisite is that "the secondary school should have full knowledge of the colleges to which its students go and of the changes now under way in them"; second, "effective cooperation between school and college as the student transfers from one to the other"; and third, "the secondary school should really know each one of its students, his capacities, his tendencies, and his purposes."

Some Outstanding Defects in Institutions of Higher Learning for Negroes

V. V. Oak, of the North Carolina College for Negroes, discusses such defects as the over-supply of colleges, faculty selection of administrators, aimless curricula, lack of professional attitude on the part of the teachers, promiscuous admissions of students, poor scholarship, dogmatic grading systems, in *School and Society* for September 18, 1937. Dr. Oak opines that "The existence of these and other similar glaring defects in institutions of higher learning for Negroes may be partly attributed to the fact that, owing to the segregated system of education and the limited contacts which it affords with white educators, new and improved ideas and ideals in education filter down slowly to this segregated group.— Unless serious efforts are made by administrators of Negro institutions to emphasize quality of enrollment and instruction rather than quantitative production, Negro education

will continue to suffer from the serious handicaps referred to above."

You Might Also Like to Read—

Uncovering Tuberculosis by Modern Methods—a series of articles by Dr. Thomas A. Williston appearing in the weekly issues of *Flash*, the only weekly news-picture magazine among Negroes.

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Handicaps of Youthful Job-Seekers—Arthur L. Brandon, Executive Assistant of the American Youth Commission, lists "lack of work experience and of adequate vocational training, plus ignorance of job openings" as the main handicaps of youthful job-seekers in the January, 1938, issue of *Occupations—The Vocational Guidance Magazine*.

Parents Call It Mulishness—Frank Howard Richardson discusses negativism on the part of adolescents and the resulting discipline

problems in the January, 1938, issue of *Hygeia*. In the same issue Ruth Peck McLeod gives much helpful information in her article entitled *Toys for Children*.

Jingo, Counter-Jingo and Us—Alain Locke presents a review of the Literature of the Negro for 1937 in the January, 1938, issue of *Opportunity*. Dr. Locke's review consists of a bibliography and a full discussion of the literature of the Negro for that year.

How'd You Guess It?—Kathryn S. Smith presents a group of twenty-five multiple choice questions, on varied topics, which are entertaining as well as instructive, in the monthly issues of *Student Life*. This magazine is sponsored by the Department of Secondary-School Principals of the National Education Association, and offers prizes for pictures of student life and other specified items.

The Recent Literature on School Libraries—Margaret V. Girdner gives a bibliography-review of the newer books and periodicals containing materials dealing with school libraries in the *California Journal of Secondary Education* for December, 1937.

From College to Broadway to Hollywood—Albert G. Barnett presents the success story of Etta Moten, contralto soloist and dramatic artist, whose constant desire for perfection has enabled her to rise to the ranks of the outstanding personalities of the stage, screen and radio, in the October-December issue of *The Arts Quarterly*.

Are String Players Becoming Extinct?—Arthur E. Ward stresses the urgent need for more attention to the teaching of the playing of stringed instruments in the schools to offset the present scarcity of string players, in the *Music Educators Journal* for December, 1937.

Selected References on Teacher Education—In the December, 1937, issue of *The Elementary School Journal*, William S. Gray presents an extended, annotated bibliography of references which were published between July 1, 1936, and June 30, 1937. "These publications discuss significant issues relating to the education of teachers in elementary and secondary schools and in higher institutions."

Washington and Lincoln—The January, 1938, issue of *School Life* gives brief and annotated bibliographies on George Washington and Abraham Lincoln by Martha R. McCabe. Walter H. Gaumnitz presents an informative article entitled: *Recent Advances in Training Standards of Rural Teachers* in the December, 1937, issue of the same magazine.

Realism in Teaching — O. F. Hightower has written one of the several valuable and informative articles appearing in the December issue of the *Mississippi Educational Journal*. Others include: *Wake Up and Teach*, by Willye M. King; *The Rural Child and his Reading Problem*, by Cleopatra Davenport, and *The Value of Diagramming in Teaching Grammar*, by John E. Hall.

The Rural District School Unit—O. J. Chapman gives ample reasons for discarding the rural district school unit in favor of nothing smaller than a county unit, and stresses the need for a fundamental reorganization and redirection of rural and small village education in the December issue of *The Bulletin of The Association of Teachers of Negro Youth of Arkansas*.

Negro Scholars in the South—An article in *The Social Frontier* for December, 1937, by Lawrence D. Reddick focuses attention to the omission of a consideration of Negro Scholars by Wilson Gee in his book "Research Barriers in the South" and subsequent writings. Professor Reddick discusses the penalties imposed on Negroes interested in research by barriers imposed in the South in the form of segregation, lack of facilities and special forms of discrimination.

The Meaning and Management of Crying—O. H. Mowrer and Willie Mae Mowrer give a comprehensive discussion of this important problem and methods of controlling it in *Child Study* for January, 1938. The theme for that issue is "Discipline: What Is It?"

Can We Still Teach History?—Joseph C. Carroll, a teacher at Indianapolis' Crispus Attucks High School, raises this interesting question in *The Social Studies* for January, 1938. The writer points out that history is valuable in training the memory, developing the imagination, and character building.

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EDITORIAL COMMENT

A CHALLENGE

EDUCATION is everybody's business and, therefore, runs the risk of meeting the fate of whatever is everybody's business. In a peculiar sense, however, education in America proves to be the exception to the rule, for perhaps more Americans are interested in education than in any other one institution. Their fundamental conception of what education should be is also less variable than their conceptions of other important institutions. If there is anything concerning which there is greater concensus among Americans than concerning education it is the need for more education.

Of course there are the destructive critics, who, trained or untrained in other fields of human endeavor, deceive themselves into the belief that their assumed competence elsewhere renders them quite competent to tell us how the education process should be carried on. Their's often is a protest against change. The education process today differs from the education process under which they came up, and forsooth by that token must be wrong. Such critics, like the poor, we have with us always. But by and large, the American people believe in the education of our time. They are willing to support it and to plan for it. Those in the humbler walks of life, as might be expected, yearn for educational opportunity more than the better circumstanced. This credo of the American people at once both gives hope and imposes a heavy responsibility upon us all.

Colored Americans share this faith perhaps more than Americans in general. We may reasonably raise the question then: What can the rank and file of the American colored people do for education? The answers are legion. They can use their votes properly. They can organize parent-teacher associations, civic associations, and other organizations; or, if these already exist, they can give to them a dominant purpose to equalize educational opportunity. They can have forums in which they reveal to the press and radio their dominant interest with the assurance that the press and radio in a measure will respond in kind.

All of these are good, but what is most needed now is planning—planning which takes into account the uncertainties of the present and the vicissitudes of the future. Our chief need is educational statesmanship which will interpret the fundamental motive and aspiration of the people in terms which promise effective, even if gradual fruition. Are Negroes sufficiently insistent upon high-type participation in the planning for the higher education of their youth? Are they insistent upon states-

manlike representation in the councils that plan the education for the teachers of the future? Do they make known their desire that their qualified representatives should sit in the councils which plan public school programs, elementary and secondary? These are questions which every Negro citizen and every Negro educator must take to heart. Why shouldn't there be an advisory planning board of unselfish representative Negro educators and other leaders for the purpose of giving direction and foresight to current educational efforts? Such an agency could perchance bring to clearer public vision the relentless consequences of innocuously appearing policies. For instance, the whole problem of vocational education for Negro youth needs statesmanlike over-view and evaluation. Such an advisory board need not concern itself with differentiated education for Negroes, as some might fear it would. Its chief concern should be that of removing and preventing differentiation based on race. It would need to address itself to greater educational opportunity and to the establishing and maintaining of democracy in education. One thing is clear—if Negroes fail to exhibit solidarity on the problem of equal educational opportunity, they may not expect others to do so for them.

The economic cards are being re-shuffled. Many principles and practices of government are being re-examined and revised. In many ways the mores of enviable standing two decades ago now reveal a blurred and worn design. In the midst of change, race prejudice remains all but untouched, and probably is girding itself to sally forth to new conquests. The colored American must move to advantage through the maze of disconcerting change. We may not wait for congealment or solidification, for then it may be too late. Now is the time to make a lasting impress. What can or shall we do about it?

A TEST

<i>AS YOU go through life from day to day Dwell not on joy or sorrow, But let each day, be on your part, Preparation for a tomorrow.</i>	<i>For life is no bed of roses, But, really, a series of tests, To see just what you have to give, Whether your worse or your best.</i>
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*Because, to get anything from life,
You must give something first;
So let your reward be a payment for
best*

And not a payment for worse.

—ALEEN B. COPPER, '32, Cheyney,
Penna.

Enduring Principles in a Social Philosophy of Education*

WILLIAM H. KILPATRICK

EDITOR'S NOTE—*In the first portion of his address Dr. Kilpatrick discusses the nature of principles, showing how the experiences of individuals are united and integrated to form wholes or "conceptions," the more fundamental of which are called principles of thought and action. He also shows the differences between science and philosophy, pointing out that science "tries to make sure that personal bias or preference shall not affect the outcome of results," while "philosophy seeks in a given situation to find out what it is, after all, that one does fundamentally and definitely prefer, so as to give this fundamental preference free and effectual expression." Presented herewith is the full text of the latter portion of the address dealing with his suggested principles.*

Suggested Principles

In choosing principles to offer here for your consideration an effort has been made to avoid needless repetition and overlapping, but this is not to claim mutual exclusiveness. On the contrary, the principles listed are hopelessly interrelated and overlapping. How-

ever, it is believed that each distinct item does indicate an important consideration such that without the item the consideration would be lost.

The topic as assigned to me refers to principles in "a social philosophy." In the list that follows, social is used in two senses or connections, either of principles that relate directly and obviously to human interaction, or of those other principles which society must concern itself about for its own best welfare. And now for the list.

1. *Regard for life as a positive good.* This outlook upon life is consciously opposed to any and all as an asceticism or negation of life as such, as well as to mere other-worldliness. Another old hymn sang:

This world's a wilderness of woe,
This world is not my home.

This principle would refuse assent to either defeatist clause in this indictment. Woes there are, too many of them, but woe is not the essence of our world. And, whatever may or may not be true of another world, this world is our home now and we propose to accept it as such and try to make it as good as we can.

Lest some mistake, let me hasten to say that the goodness of life

*From an address delivered at the Francis W. Parker Celebration in Chicago, Illinois, October 28, 1937.

here asserted, while psychologically located only in individuals will none the less not be good if it is separately lived. To be good in fact, life has to be socially shared. And we may go further to add that we are not simply concerned with the experience of the moment, though in a sense that is the final test. We are always concerned with how this experience bears on other experiences, so that conflicts are to be evaluated by criticism of those other hearings. In particular, we are much concerned with the educative effects of this experience on subsequent experiences. In this sense each person is always in process of further becoming, and (as we shall see under the next principle) we must always take due account of this fact.

While modern man needs little encouragement to make him accept this first principle, he frequently needs help in enriching and refining the content of his life. Education must seek the highest and best life as the content of the school day, for the children will learn the life that they do truly live. In this sense, this principle is the most fundamental of all and so well heads the list.

2. *Universality of the Moral Obligation.* Each thing done affects more or less all other doings for good or ill, both one's own later doings and other people's experiences. Each one is therefore under *MORAL* obligation always to take due account of all the foreseeable consequences of his act. What constitutes "due account" is

to be determined by a critical study of interactive effects. This principle further implies the moral obligation to be intelligent about one's acts and their possible consequences. In evaluating what is good, the common good of each of all together is the controlling criterion. (See Principles 3, 4, 5, 6, 7, 8, 9.)

3. *Regard for Personality as Such.* This principle demands that each shall live as richly as possible (Principle 1), also that each shall grow as freely as possible so that richer living may ensue. This principle includes also personality adjustment. Moreover, all acts and all institutions are to be judged by this principle.

4. *That Intelligence Shall Rule (the free play of intelligence).* This calls for "acting on thinking" as opposed to any authoritarianism that by its fiat would set bounds to acting on intelligence. It further stands opposed to any "unconscious" or other mystic power or control which is to take precedence of intelligence. If any ask "whose intelligence" is meant the answer is that this is an operational formula which subjects any one person's intelligence to the critical scrutiny of other intelligences to the end that a better intelligence may emerge, using methods that have in turn been similarly criticized *WORLD WITHOUT END*. This principle furnishes the guide for the educative process: Acting on thinking.

5. *Democracy.* This is the effort to run society on the basis of Principles 2, 3, 4 (and 6, 7, 8, 9).

All government is to stem from the people and to remain finally in their hands. The people may delegate temporary authority to their representatives. But the present cannot bind the future. Constitutions should not be unduly inflexible of amendment. All should share according to capacity (not present ability) in any decision which affects them. All policies should be determined in the light of the principles herein stated, and we must recognize that our young people cannot learn democracy unless they live democracy.

6. *Cooperative and Collective care of the Common Good.* This principle stands opposed to the belief that a regime of individual selfishness will suffice. Modern conditions require positive collective effort in behalf of matters of the common good. This principle, we believe, is just now in process of extended application.

7. *Security and Sense of Security.* This calls for an external security which to be safeguarded by the government action as regards life, limb, health, education, and economic outlook. Of these five items numbers 3 and 4 were first practically admitted during the 19th century; number 5 is now in process of acceptance. This demands also the internal security of mental poise and outlook, which is, at the extreme, a matter of mental hygiene and so becomes a positive duty of the schools. It may be added that methods of study furnish probably the safest known source of internal security.

8. *Equality.* This is the demand

that each and all shall receive as near to equality of treatment as is feasible to manage. There are to be no favorites, at least none in advance, specifically none by birth, whether of hereditary social position or of hereditary wealth. Unfortunately we have many inequalities in this country (including both of the hereditary inequalities just named). Educationally, we have professed equality of opportunity. In fact, we have never had it.

9. *The Culture as a Matter of Common Concern.* Some may be surprised that this is included in the list, but the reasons appear compelling. What the individual becomes, how others treat him, and how he from both connections will live—these things are largely determined by the culture and the way it molds the individual and supplies the common basis of association.

Our American culture is unfortunately divided within as seldom if ever before in the history of the world. The uneven growth of the culture has created contradictory demands, urgent problems, and other strains. It is especially the economic situation which has caused our cultural unbalance. But social and moral conflicts follow and all life suffers. Education cannot serve its ends adequately, for the surrounding culture miseducates more strongly than the schools educate.

We thus all become concerned to bring the culture to a better state. This is a chief demand upon the schools, perhaps the most urgent demand.

10. *The Shift from a Static to a Dynamic Logic.* This principle also will surprise many, but its importance is vital. When the world changed but slowly, the outlook of Plato and Aristotle seemed to serve adequately. Men could claim that fundamentals did not change. But under modern conditions the contrary holds. Many hang-overs from the older world-view now hinder social thinking. The belief in "unchangeable human nature" crystalizes for many the customs that we happen to have. All "eternal verities," such as absolute scientific laws, hinder people from re-thinking inadequate positions. Teachers' oath laws are, I believe, sponsored by people who have never accepted modern change. These really mean to stop certain changes, especially those that now protect property rights.

This concluding principle is the rather strict correlative of the principle that intelligence shall rule. It especially demands that we continually and consistently remake, culturally, our common modes of thinking. Except as we do so remake our hang-over modes of thought, and they are legion, we shall not be able to deal intelligently with the problems of a rapidly changing society.

These ten principles represent the most strategic selection that I can make for a social philosophy of education. Their adequate elaboration would constitute no less than a small book. The best that I can hope is that my list will provoke thought from those who hear or read, and that the further thinking may bring us to a more adequate social and educational outlook.

*"Cheyney has but one future goal. That goal is to develop an educational process, to be elaborated and announced progressively, that will create for the Negro a sense of his values, give him assurance of harmonious integration with our democratic society, and break through the barriers of custom and prejudice to ever-widening areas of social service. Between our inheritance and that hard world, we build here the bridge of a varied experience across abysses of ignorance and even crime, toward the shores of a world changed to neighborliness and cooperation by the conduct and the service we bring it. 'Give me a place for the fulcrum,' cried Archimedes, 'and I will move the universe.' We are assured now of the place. We are determined to develop the power. So shall these young men and women learn to live well with themselves and to be at home in the universe."**

—LESLIE PINCKNEY HILL, *President of State Teachers College, Cheyney, Pa.*

(*From an address delivered at the Ground-Breaking Ceremony in connection with the inauguration of the building program of State Teachers College, Cheyney, Pa., January 29, 1938.)



A WPA ADULT EDUCATION CLASS IN TEXAS

The W. P. A. Adult Education Program in Texas

(NEGRO DIVISION)

ROBY W. HILLIARD

After his return from a trip abroad, President T. O. Walton of Texas A. & M. College made this statement: "Unless we can raise the general level of intelligence among rural families, I can see nothing except a downward trend in decadence for Texas Agriculture. Our responsibility is to raise the general level of education in this and other sections but it is only through a sound, constructive program of education that we can accomplish our aims."

The W. P. A. Education Program is dedicated to the task of doing something about the condition discussed by President Walton. It is

believed that this need is rather general and takes in those living in the urban as well as the rural centers.

In general, three purposes underlie the W. P. A. Education Program in Texas: to provide employment for unemployed teachers; to bring those needing and deserving it the advantage of education; and to insure that the instruction given shall be of the highest type possible, be practical, and shall reach the greatest number of those deserving it. *Specifically*, the W. P. A. Education Program in Texas is directed toward seven major objectives, which are outlined as follows:

Objectives

1. To reduce illiteracy and to provide educational opportunities for persons who have been denied the usual privileges of public education.

2. To foster and increase understanding on the part of American citizens of the economic, political, and social problems which confront the Nation and affect the welfare of all citizens.

3. To strengthen American home and family life through educational services to parents.

4. To safeguard the welfare of small children born into underprivileged homes.

5. To provide vocational training for unemployed men and women and to assist these unemployed people to reestablish themselves on a self-supporting basis.

6. To help men and women to develop constructive interests to occupy their leisure time.

7. To provide opportunities for continuing education for young people whose educational careers were temporarily cut short by the depression.

To insure that the instruction given shall be of the highest type, Mr. C. W. Huser, State Director of the work, has appointed Dr. J. V. Melton, Director of the Curriculum Research Department, to prepare curriculum materials for adult classes. Materials so designed are to carry the beginning adult, over a period of time, through a program of work which is comparable to a sixth grade education in public school.

In 1937 it became necessary to

reduce the personnel of the program approximately 30 per cent. This reduction was made on a basis of the educational qualifications and teaching efficiency of the teacher, and, as a result, approximately 97 per cent of the present group of 349 Negro teachers have spent at least a portion of one year in college. The supervisory staff of twelve persons, one state supervisor and eleven local supervisors, have special training for their specific type of work, and their training ranges from senior college standing to master's degrees.

Educational Qualifications of the Teachers

Of the 349 teachers—197 or 56.4 per cent hold valid certificates; 69 or 19.7 per cent hold their degree; 50 or 14.3 per cent are classified as college seniors; 102 or 29.1 per cent as juniors; 88 or 25.1 per cent as sophomores; 31 or 9 per cent as freshmen; only 2.8 per cent are below college level, these, however, have some special type of training which qualifies them for the type of work they are doing.

In order that the teachers may keep abreast of the times they have been encouraged to enroll in extension centers, take correspondence work, or do residence study. As a result more than 60 per cent of the teachers are taking college work. More than one-half of those not taking college work for credit are doing professional study under the direction of the supervisory staff. To further encourage the teachers to improve themselves professionally, those holding valid Texas State

teachers certificates are paid the higher monthly rate.

Adult Students

According to the cumulative roll 15,749 Negro students have enrolled in W. P. A. classes, as follows: 25 per cent are above the age of 41; 40 per cent are under the age of 25.

The 15,749 Negro students represent 29 per cent of the total of all students enrolled in W. P. A. classes in Texas. 3,000 Negroes have been taught to read and write since this program began.

Nursery Schools

A year ago there were two W. P. A. nursery schools for Negroes. Today there are sixteen units operating. They are operating in Waco, Beaumont, Austin, Nacogdoches, San Antonio, Marshall, San Angelo, Orange, Port Arthur, Cameron, Bryan, Taylor, Temple, Georgetown, and two in Houston. The government spends approximately \$400 per month on each unit, while the sponsors spend about 25 per cent of that amount. Federal funds are spent for wages of nursery school workers, food, teaching and first aid supplies. Sponsors furnish building, equipment, utilities, and incidental expenses.

This brief discussion of the W. P. A. Education Program is concluded by quoting from an article written by the late Dr. John Hope,

and appearing in the book: "Fundamentals in the Education of Negroes." Dr. Hope stated specific reasons why all Americans need adult education and concluded by giving some additional reasons why Negroes need adult education. He said:

"... Negroes need adult education for all the reasons mentioned and, in addition, because of the following facts: (1) There is still a large group of illiterates among them which is a drag on the whole race; (2) Nearly three-fourths of all Negro children never advance beyond the fourth grade (this means that the majority of Negro adults, being fourth graders or less, never receive the simple elementary ideas and skills to enable them to cope effectively with the minimum demands of our old static society, to say nothing of our present dynamic order); (3) The education which has been received has been below standard in terms of teacher preparation, equipment and facilities, term length, curriculum, teaching and administrative procedures and educational atmosphere.

"So it is obvious that Negroes are in greater need of Adult education of all kinds than any other group in our population."

The Negroes of Texas, feeling this need, are taking advantage of this opportunity made possible by the Federal Government.

They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.—BENJAMIN FRANKLIN.

A Unique Service to Rural Education

Editor's Note—This is an account of a unique service which was rendered the rural Negro teachers of Oklahoma last fall by Dr. W. T. B. Williams, Field Agent for the Southern Education Foundation, Inc., and vice-President of Tuskegee Institute.

At the special invitation of the State Agent for Colored Schools and of certain county superintendents of schools, Dr. W. T. B. Williams went to Oklahoma late in November to hold, with the regular teachers of colored schools, a series of educational meetings similar to those he has for many years helped to conduct with Jeanes teachers. This was the first time the forces of the Jeanes and Slater Funds had been called upon to work directly with so large a group of regular school teachers.

The schedule arranged by Mr. E. A. Duke, State Agent, called for a meeting in a different county each day until fourteen meetings were held. The itinerary covered the greater portion of the eastern half of the state, where most of the colored people are located. As a rule all the rural teachers and those of the smaller towns of a given county were called together for a meeting. But in certain regions where the number of colored teachers is small, the little groups from several counties came together for a single meeting. Altogether he met 672 teachers—the great majority of the colored teachers of the state outside the larger cities. The county superintendents of schools and a number of other white school officials, as well as several professors of education from regional white teachers' colleges, also attended the meetings and often took part in the discussions. Dr. Arthur D. Wright, President of the Southern Education Foundation, Inc., came to three of the meetings and Miss Shellie T. Northcutt, Special Jeanes Teacher, took part in nine meetings.

Dr. Williams' aim in conducting the meetings was to offer such suggestions as would help to vitalize and make practical the work of the schools. Accordingly he attempted to get before the teachers, often through suggestions drawn out from them, the fundamental aims of education and to emphasize the function of the teacher in achieving those aims. No speeches were made, except a few necessary introductory remarks by the State Agent at each meeting. The sessions, with the teachers, resolved themselves into easy, familiar, round-table discussions in which everyone could forget himself and spontaneously take part.

During his visit Dr. Williams made the following observations: "It was encouraging to note, on this visit to the state, the high rank Oklahoma takes among the southern states in her provisions for Negro education. Nineteen Jeanes teachers are employed and usually at more satisfactory salaries than obtain elsewhere. And the same appears to be true of the

salaries of the regular teachers. Oklahoma has also 58 high schools for Negro youth, meeting, in the main, standard requirements, and housed usually in fine, large, permanent buildings designed specifically for modern school purposes. Most of these, of course, are in the cities and larger towns. But the smaller places and rural districts usually are not neglected. For instance, at the little town of Luther there is located what is commonly regarded as the largest consolidated Negro school. It has an excellent, modern, one-story brick building, 315 feet long and finely equipped for literary, home economics, and vocational agricultural work. It has 16 teachers and an enrollment of 351 pupils, many of whom are transported to school in nine buses at public expense."

In writing of the meetings afterwards to the President of the Southern Education Foundation, Inc., Mr. Duke, who was present at all of the meetings, said: "Mr. W. T. B. Williams proved to be a past master in conducting these meetings, and the Jeanes teachers and their teachers who attended the meetings, as well as I, appreciate the service rendered by Mr. Williams to our state. His wholesome philosophy, solid common sense, and abounding good humor elicited the appreciation of teachers, supervisors, county superintendents and visitors attending the meetings."

Choosing Careers in the Junior High Schools

VINETTA M. THOMPSON

During the past two decades a significant change has come about in the aims of education. Previously emphasis was placed upon subject matter—achievement in languages, higher mathematics and sciences. This necessarily included education for the few while those who could not achieve success in these fields were left to shift for themselves.

Aim of Education

Today the primary aim of edu-

cation is vocational and social efficiency for each individual. Emphasis has shifted from subject matter to the recognition of the needs, interests and abilities of each child. The sacredness of subject matter has been relegated to the background.

The demands of a highly competitive industrial civilization along with the rapid development and use of educational measurement have brought to light the importance of individual differences. These indi-

vidual differences in mental set-up call for individual educational goals.

No longer should one fail to achieve because he has not the interest in, or the aptitude for the traditional learnings. The school curriculum is changing to meet the growing needs. The high schools should give preparation for occupational efficiency and therefore are fast becoming specialized institutions. Some educators believe that the public school should aim at social reconstruction.

Junior High School Objectives

The objectives of the junior high school have been formulated on the basis of individual needs and individual abilities. Try-out courses in various fields of work provide opportunity for the student to explore not only his ability in the three R's, languages and science, but also business practice, art, music, printing, wood working, sheet metal work, and the like. The interested teacher is ever on the alert to discover talents which may be directed toward vocational or avocational success. Leisure time hobbies and outside interests often lead to the discovery of skills which should be cultivated in an endeavor to anticipate maximum social efficiency.

It is not hoped nor desired that the child select a specific vocation at this time. It is desired however that he may gain from his rich experience in the junior high school a knowledge of his own abilities and aptitudes. The junior high school experience should lead him to know whether success for him

lies in the professions, in the business world or in mechanical or industrial pursuits. Unless this decision is made on the junior high school level a great waste in education results. Failure and discouragement in the high school at the age of sixteen or seventeen leads to withdrawal and eventual unskilled adult vocational activity.

The choice of a career becomes increasingly important in guiding Negro youth since our ranks of unskilled workers have long been the tragedy of our economic life.

Choosing a Career

The first step in choosing a career is the recognition of individual strength and weaknesses. Our children must be trained to evaluate plans for the future in the light of these data. Let us instill in them, from early childhood, respect for honest, deliberate and critical thinking. Let us teach them to observe keenly the things about them. Let us urge them to broaden their horizons and to evaluate, without bias, those things upon which they must pass judgment.

Individual goals are worthless unless they have been set up in the light of individual abilities, aptitudes and interests. At the end of the junior high school course, the pupil meets a fork in the road to higher education. It is at this point that many children make the wrong choice. It is the job of the junior high school through its guidance program to erect guide-posts for each child. Interviews with pupils and parents, assembly talks, careers

classes, library assignments and reports, visits to museums and business establishments are aids in the building of such guide-posts. Guid-

ance of this type should lead the individual to personal satisfaction, vocational success and social adjustment.

Learning the Art of Thrift

VIVIAN BUGGS BATTLE

The Page twins had always been eager "to make a dime." For youngsters they knew how to perform a surprising number of odd jobs. Since they were toddlers they had been what everybody called "a pair of smart boys." Eddie and Joe wanted things — candy, marbles, movie fare. Mrs. Page had no objection to their having things provided they earned the money for them. When her husband had died there was hardly enough for funeral expenses and work as she might, there was never any margin for luxuries.

When the boys were nine the little family moved to Brunswick, Georgia. Eddie and Joe were enrolled in the third grade in Risley High and Grammar School (the only one for Negroes in the town). It was conducted very much like the one from which they had been transferred except for a few little differences and one unusual activity. The first thing every Tuesday morning these children put money in the bank. At least that was what the twins were told by their teachers and classmates. They didn't believe it at first and with defensive supe-

riority told each other that their hard earned coins were safer in their pockets. But it was hard not to be interested in those pass books the other children took along with their money up to Miss Brown's desk. Ruth Carter showed the boys her pass book and told them she had sixteen dollars in the bank. Sixteen dollars! A sharp whistle partly escaped Eddie's lips before he remembered where he was. When the class was dismissed to go home Miss Brown kept the new students for a few minutes. She invited them to open an account the next Tuesday and gave them letters to take to their parents. These letters stated facts and figures concerning the School Banking System. The next week the Page boys were the proud possessors of pass books. They had missed the movies that Saturday and had no peanut bars in their desks. But they had money in the bank!

Glynn County Begins System

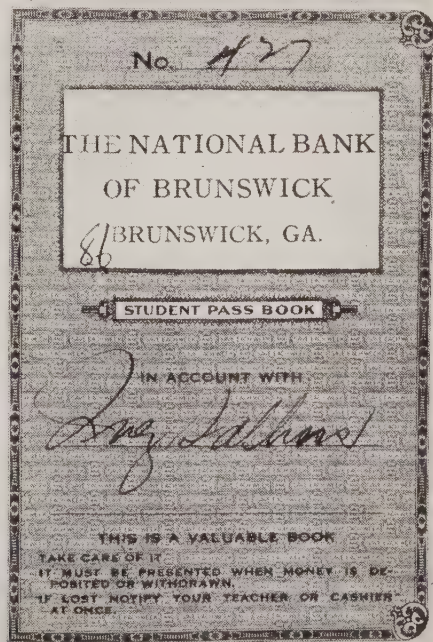
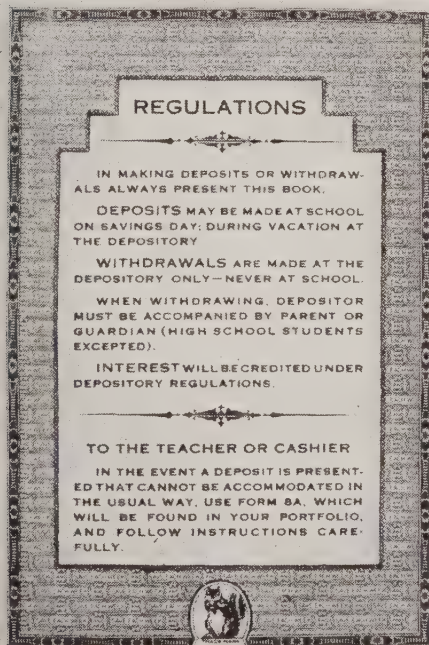
When the boys in the above little true story started their account, the Savings System was already fourteen years old in Risley School. In

the Fall of 1924, Educational Thrift Service Incorporated, authorized by the Glynn County Board of Education, established a banking system in the schools of the county. The plan in operation provides that each teacher conduct once a week a practical lesson in banking. Each pupil had the opportunity of banking money brought to school for that purpose. A pass book is issued to each depositor and amounts deposited may be five cents or any multiple thereof. The depositors receive interest on their money at the prevailing rate. Accompanied by a parent or guardian they may make withdrawals whenever required. When the banking lesson is over, the National Bank of Brunswick, which has from the beginning han-

dled the School Banking Accounts, sends to the schools and collects the money and pass books which have been sent to the principal's office. Every account is carefully checked and the bank books returned to the schools in time for the next Tuesday's banking. The short periods devoted to banking are really lessons in practical economics, and guidance is afforded in the management of the personal financial life of the student. It is not desired that the handling of money become just an exercise in depositing and withdrawing.

Stimulating Interest

Throughout the school year posters and other material designed to stimulate interest and to promote



ONE OF THE STUDENT PASS BOOKS USED IN THE RISLEY SCHOOL BANKING SYSTEM.

this important enterprise are distributed to the schools. Each room records on Bank Day the day's attendance, the room banking percentage, and the amount banked. Then the banking percentages and the amounts banked by all the schools in the county are listed each week by the local bank and placed on the bulletin boards of the different schools. To bank 100 per cent is the aim of every room. For the week ending February 4th, 1938, Risley School's banking percentage tied with one of the white schools for first place among the schools in Glynn county. National Thrift Week occurs during the month of January and the whole school participates in special observances with programs that add to the enjoyment and interest of this important enterprise. Questionnaires released by the Survey Department of Educational Thrift Service puts such questions as the following to the students: Do you think you should be paid for:

Straightening up your room?

Cleaning shoes for another member of the family?

Do you:

Keep a record of what you spend?

Go to the movies more than once a week?

Earn any money?

Save from an allowance?

Turn out the lights when leaving a room?

Owe money today that you have failed to repay as promised?

Know where your bank book is?

Have in mind some particular object for which you are now saving?

To acquire the habit of saving:

Is it necessary to plan saving in advance?

To have a lot of money?

To avoid foolish spending?

To ask your parents for money?

To make a bank deposit at regular intervals?

The Survey editor feels that these questions "have value if only to clarify false notions and inconsistencies in the child's thinking."

Other Facts

The record shows that at the close of the school year (1936-37) Risley School pupils had banked \$1,357.30. At the close of business on Tuesday, January 25th, this year, the pupils of the Glynn County School System had on deposit in the School Banking System \$22,194.00. This last amount represents deposits less withdrawals throughout the years since 1924.

Parents and students understand that the local bank handling the school bank accounts is a member of the Federal Reserve System and that each individual account is insured up to \$5,000.00 by the Federal Deposit Insurance Corporation.

According to the 18th annual report on School Savings Systems throughout the United States, 2,823,246 school children deposited \$14,258,790.15 during the school term ending June 30th, 1937. Those schools participating number about one-tenth of the public school population. Such being the case, it is safe to say that the great majority of Negro school children is without this personalized training in the meaning and use of money. It is

vitally important that our boys and girls learn the Art of Thrift so that they may build successful programs of saving and spending. For many of them it will be the only pathway to the common necessities of life; for others it can lead to a higher education. To those more fortunate, cultivating the habit of saving will mean travel and the satisfaction of

earned security. It is the pathway of safety and development and it is urgent that it be employed as a safeguard against social and industrial upheavals and readjustments. To the advancement and self-respect of the individual, the family, and the race, guidance and training in the habits of thrift will contribute immeasurably in the years to come.

The Negro's Contribution to the Centennial Celebration of the St. Louis Public Schools

J. ARTHUR TURNER

The first public school in St. Louis, Missouri, was opened on April 2, 1838. This school year will round out the hundredth anniversary of this important event. The Board of Education of St. Louis at the beginning of the current school year appointed a committee of officers and teachers to aid the schools in commemorating this centennial. Negro principals and teachers serve on this general committee which is assisting in projecting programs for all the schools. In addition a committee composed of principals and teachers from the Negro schools is arranging a celebration which will depict the growth and expansion of provisions made for the instruction of Negro children. Such celebration on the part of the colored division of the schools seems very fitting since from their inception into the public school system in 1865, the Negro schools have shared richly the marvelous achievements of the public school system of St. Louis.

The following chronology of historical events furnish interesting material which will be used to present in pageantry and dramatization the colorful story of the origin and the development of the education of Negroes in the city of St. Louis.

1818 Reverend John Peck, a white Baptist missionary from the East, established a center for the education of Negroes.

1827 Reverend John Berry Meacham established in the First (colored) Baptist Church a school for Negro children. This church is still in existence.

1835 Reverend Meacham established a "boat school" on the Mississippi River front for Negro children in order to avoid interference by city police.

- 1848 A school was conducted for Negroes by a band of Catholic nuns.
- 1854 A school was conducted for Negroes in St. Paul African Methodist Episcopal Church. This is one of the leading churches of St. Louis at the present time.
- 1861-62 The operation of a high school under the leadership of the Reverend Greenleaf Elliott, Pastor of the Unitarian Church and founder of Washington University of St. Louis.
- 1865 The operation of 12 private schools for Negroes by their own Board with an enrollment of 1,500 pupils, using white and Negro teachers.
- 1865 The Board of Education of St. Louis appropriated \$500 for the support of the 12 private schools for Negroes.
- 1866 Beginning of public education of Negro children. The Board of Education takes over private schools, numbers one, two, and three.
- 1865-67 The period during which the colored schools were manned by white teachers.
- 1875 The Sumner High School opened for Negroes.
- 1877 The entrance of Negro teachers.
- 1890 The establishment of the Sumner Training School housed at the Sumner High School.
- 1909-10 The building and occupation of the present Sumner High School which for a number of years was the largest, the best equipped, and perhaps the best manned high school for Negro youth in the country. This school was a model for Negro educators from all parts of the South.
- 1924 The reorganization of the Sumner Training School into the Sumner Teachers College.
- 1925 The organizing and building of the Charles Henry Turner School for handicapped children. This unique school is the only one of its kind for Negroes in the United States.
- 1927 The erection and occupation of the beautiful and modern Vashon High School at a cost of \$1,600,000.
- 1928 The opening of the Booker T. Washington Vocational School.
- 1929 The transfer of the Sumner Teachers College to its present building and renaming it, the Stowe Teachers College.
- 1937 Twenty-nine schools for Negroes, one teachers college, two high schools, one vocational school, 17 elementary schools, eight special schools, approximately 500 principals and teachers, and 21,821 pupils.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

Education for Democratic Living

H. THEO. TATUM

The most outstanding characteristic of the modern mind is that of confusion. No thoughtful person endeavors to assert, with any degree of confidence, just whither society is tending or by what means it expects to arrive. In fact, we are not at all certain as to where we want to go. We do not have adequate knowledge of present conditions. We do not know what is a desirable state of affairs, and we have not determined how this desirable state may be realized.

Goals of Security and Happiness

In the midst of such confusion, we are thrown back on the fundamental human urges for security and for happiness. We seek to find a way of life that will assure these not only for present society but for that of the future so that our children too may enjoy these fundamental possessions. Thoughtfully, we scan the horizon and, despite the loud clamor of an increasing proletariat, our eyes rest with relief upon democracy as the most acceptable form of government, and democratic living as the most desirable way of life.

As a political or social organization, a democracy has its handicaps, well-recognized and readily acknowledged by even its staunchest supporters. Its major handicap is that of uncertainty of policy. This, of course, is inherent in the democratic method of procedure. As numbers

increase, so do complexities, and it becomes difficult to determine definitely and readily the popular will of the participants. Strong and weak points go together; every human institution has the defects of its qualities. In a democracy, there is not that apparent rapidity of action which characterizes an authoritarian state. However, this is not to be wholly deplored, for it is this same difficulty which makes it necessary to slow down the wheels of democracy and thus allow time for calm, reflective thinking.

Let us not, however, be misled into the belief that time and thinking always result in a wise choice. On the contrary, the path of democracy is characterized by many missteps and deviations from the proper course of action. The way of democracy is, to a large extent, a way of trial and error with only a small body of historical precedent to influence it otherwise. Despite this, however, we have come to agree wholeheartedly with Lincoln in his statement that although democracy may "wobble" frequently, its saving grace lies in the fact that ultimately it will "wobble" right. Group wisdom, the product of democracy, finally determines that.

Need for Education

If then, democracy is the present and acceptable form of government and if society seeks to preserve the

fact and form of democracy, it is obvious that those who participate must be educated in the technique of democratic living. This is a fundamental difference between preparation for life in a democracy and that for life in a totalitarian state. Democracy implies intelligent sharing of authority and responsibility. This necessitates universal education. The dictatorship or authoritarian state does not require educational preparation in the technique of civic life. There is no demand for the opinion of the governed, whether intelligent or otherwise. Governmental policies are handed from the top downward. Let the governed beware. On the other hand, a democracy receives its sovereignty from the people. Obviously, therefore, it can endure only with an enlightened citizenry that thoroughly understands and completely sympathizes with the ideals of democratic living, the essential steps of which consist in working together, sharing responsibility, and growing in physical stamina, intellectual strength, and moral force.

Life Functions

The first function of life in a democracy is cooperation. Nothing is more essential to the integrity of an institution or a nation than a body of citizens, with common ideals, working together in an attempt to realize them. Competition may be the life of trade but it is cooperation, and not competition, that sets the tempo of life in a democracy. It is idle to think that America can ever succeed as a unified nation until the "good neigh-

bor" policy extends itself throughout the country to the remotest hamlet and men and women develop both a zeal and a talent for working together without thought of race, color, or creed. "All for one and one for all" must be the slogan.

A second function of life in a democracy is participation in the essential social and civic activities. There must not only be universal opportunity but there must be universal practice in participation in the procedures of community life. The spirit of sharing must be placed in the forefront with the ideal of justice and fair play in the background. Responsibility must be shared as well as authority. Democratic living demands that every citizen assume obligations and render service for the security and progress of the government. It is this spirit which promotes an integrated society characterized by the spirit of cooperation and sustaining patriotism.

Discipline is a third factor in the process of democratic living. It is unfortunate that some have misconstrued the spirit of democracy to be one of unlicensed freedom for the individual. Nothing can be farther from the truth. The very nature of democracy demands that there be a maximum of self-discipline and self-restraint on the part of the individual in order that the ideals of group freedom may be realized. Fundamental to democratic living is a respect for law and order. Law observance is an inescapable duty, and wilful transgression must immediately receive group condemnation. Freedom is the essence of democ-

racy, but freedom can only be obtained for every individual to the extent that self-discipline becomes the individual way of life.

Probably the most important function in the technique of democratic living is education. Democratic government rests on the notion that citizens have the talent and courage to think for themselves. A major justification for the establishment and maintenance of our system of free education in America was the belief that, through this process, there would be developed an educated citizenry able and willing to understand and to perpetuate the ideals of democracy. The safeguarding of democracy depends upon a universal education which not only promotes the genuinely intellectual but develops desirable habits, skills, and attitudes that function effectively in directing social action. Much of the unfortunate blundering by those charged with the care of democratic government has been due to a lack of adequate educational development which would insure proper mental perspective. A great deal of harm in this world has been done by people who meant only to do good. Good intentions are not enough—there must be straight thinking in order to solve the complex problems that daily confront citizens in a modern democracy.

The schools of America are dedicated to the proposition that our government can endure only through the active participation of an intelligent citizenry cheerfully working together, sharing responsibilities, and growing constantly in attitudes, appreciations, and skills. The teachers of American youth are rightfully expected to consecrate themselves to the task of developing such citizens. We have these important undertakings to attempt:

1. That of developing individuals who have physical stamina, intellectual strength, and moral force.
2. That of developing individuals who, in their personal relations, are "live-withable."
3. That of preparing our pupils to understand and to assume the responsibilities of civic life.
4. That of teaching young people to discipline themselves and thereby exercise wise moderation and self-control in all the activities of life.

It is a task that challenges the very best that we can offer in spirit, mind, and body. We must enter upon it with a courage fostered by a sublime faith in the youth committed to our care. We must labor unceasingly despite handicaps. And all through these efforts must be developed, more and more, the spirit of cooperation, for that is the way-mark of democratic living.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Glimpses of Our Capital

THE LIBRARY OF CONGRESS*

The first view of the large gray granite building with a squat green dome, adjacent to the dazzling white marble Supreme Court Building, ordinarily does not impress the many thousands of visitors who visit the Nation's Capital each year. But after taking a trip through its ornamental halls and learning that it is the largest and best equipped library in the world—it contains over 5 million books and pamphlets and two and a half million maps and other miscellaneous materials—the Library of Congress rightfully becomes to them one of the most important structures in the Nation.

Established by an Act of Congress in 1800 with an appropriation of \$5,000 for books and quarters, the Library of Congress had 946 volumes and 9 maps in 1802. By 1812 it had increased its accessions to 3,076 volumes and 53 maps, charts and plans. In 1814 the library was burned by the British, but most of the records and papers were saved. In 1815, Congress purchased Thomas Jefferson's private library of 6,700 volumes and added to it until the accessions totaled 55,000 volumes in 1851. That year a fire destroyed the quarters and all except 20,000 books including two-thirds of the Jefferson collection. A short

time later, a Congressional appropriation of \$100,000 served to restore the loss. In 1870 the copyright amendment, requiring the deposit of two copies of every item published in order to secure exclusive copyright, served to rapidly increase the accessions of the Library of Congress.

The present structure was completed in 1897 at a cost of about \$6,500,000 (subsequent additions to the main building and the new 5-story marble annex, now nearing completion, with a 10 million volume capacity, will make the total cost of both buildings to date amount to \$18,756,500). The books, which had been housed in the west front of the Capitol, were moved into the new quarters to form a nucleus for the present vast collection. The building, with its copper dome, basement, main and second floors, follows the style of architecture of the late 19th century French Renaissance, and was regarded in its day as a masterpiece of architecture.

The main library interior, with its central stair hall and grand marble stairway, never fails to impress the visitor with its ornateness and elaborate detail, profuse sculpture, and multicolored murals, mosaics, and arabesques. The reading rooms, Librarian's and administrative offices,

*See front cover.

divisions of maps, accessions, classification, and cataloging are on the main floor. On the second floor are the divisions of fine arts, law, manuscripts, cards, and Smithsonian. The street level basement has the service for the blind, superintendent's office, copyright office, music, mailing, binding and printing divisions, and an auditorium. An excellent view of the central reading room is afforded from the visitor's gallery on the second floor. From here one is impressed with the imposing size of the room with its architectural design and color scheme, its marble walls and pillars, and its uplifted dome with stucco ornaments.

The interesting and valuable exhibits to be found throughout the

building include the Gutenberg Bible, the original *Declaration of Independence* and the *Constitution of the United States*. With the completion of the Annex, the Library of Congress will have increased accommodations for the thousands of scholars and students who come to it from all over the country for materials unavailable in their localities, and for the accessions of books, pamphlets, and other items which are increasing at an estimated rate of 500 a day.

(EDITOR'S NOTE: *Most of the material for this article was taken from "Washington: City and Capital," a volume of the American Guide Series of the Federal Writers' Project of the W. P. A.*)

Commencement Program Educates Consumers

RAYMOND A. LEMMON

Although the new-type vitalized commencement program is nothing new at the Downingtown Industrial School, located at Downingtown, Pennsylvania, the 1937 presentation entitled "Gullible's Travels" proved the most interesting and valuable of the nine such programs thus far given. Commencement pageants since 1928 have featured presentations of such relatively ordinary subjects as "The New Negro," "The Negro in Pennsylvania," "The Development of Secondary Education in America" and other similar topics. The 1937 pageant, however,

touched an entirely new field of knowledge: one in which the possibilities are great but into which only a few schools have ventured---the field of consumer education. In addition to presenting what was probably the first program of this nature to be given in a Negro high school, the school at Downingtown also is one of the very few high schools which include a course in consumers' problems in the curriculum.

A Pageant

"Gullible's Travels" as worked out by a faculty committee and drama-

tized by the students pictured the experiences of two typical consumers, Mr. and Mrs. Gullible, who follow the general rule of buying largely by hearsay as the result of listening to radio advertisements and the reading of newspaper ads. Unwise buying of necessities puts the family into debt and makes it unable to make ends meet. The two attend a consumers' exposition where their eyes are opened to the need for more carefully planned buying through increased consumer-knowledge. Wise handling of their finances puts their affairs in better order and sets them on the road to a happier life.

With such a story as a connecting thread for the action of the pageant, a series of dramatized activities brought out some of the important lessons for the consumer.

In the first scene located in the Gullibles' home, a breakfast table conversation between the Gullibles—father, mother, son and daughter—brought out the typical attitude of "It must be the best because we hear it advertised so well over the radio or through newspapers." A radio broadcast (simulated through a microphone and amplifier hook-up) gave an opportunity for a short lecture by a student speaker whose general theme was: "Let the buyer beware" is the coming b-u-y word of the American public. Teach your dollars to have more cents.

The scene shifted from the home of the Gullibles to the consumers' exposition. The stage was arranged to include several booths upon which were displayed drugs, cosmetics, auto supplies, clothing, foods and con-

tainers of various sorts with appropriate signs. As Mr. and Mrs. Gullible visited each booth, the dialogue between the characters and demonstrators brought out helpful items of consumer-knowledge such as the relative values of substitute articles for more highly advertised cosmetics, tooth pastes, mouth washes and patent medicines; how designations such as "Grade A," "first quality," and others of a similar nature are very misleading; that money may be saved by comparing prices and marked weights of commodities before purchasing. A series of demonstrations was carried out before the audience showing how to distinguish silk from silk substitutes; how to determine wool content of clothing; how consumers are "gypped" by slack-filled containers; how different grades of motor oil vary in quality of ingredients and amount of adulterants; and how canned goods vary in water content. Finally, a special student lecturer gave a short talk illustrated with advertisements taken from current newspapers and periodicals in which were revealed the fallacy of the paid testimonial, ambiguous and misleading statements, "free" gift offers which cost more in the end than an over-the-counter purchase, and how extravagant claims are made which do not hold up under a test.

Exhibit for Patrons

Preceding and following the program, which took about one hour, commencement visitors viewed a consumers' exhibit which conveyed other information not brought out

in the pageant. Included in this exhibit was a special demonstration loaned for the occasion by a national consumers' organization.

At the conclusion of the program a mimeographed sheet was distributed emphasizing the high points of the pageant and giving suggestions to guide the consumer.

People left the exercises praising the program highly because they had been educated as well as entertained in this presentation of an

everyday dollar-and-cents problem about which they had given no serious thought. Although there are many differing opinions held by educators as to the relative merits of the pageant type of commencement as against the traditional speaker-type program, there is no doubt that a well-worked out, purposeful program such as this accomplishes many more worthwhile objectives and better serves to interpret the school to its patrons in the light of present problems of living.

Personality Adjustment in Teacher-Preparation

RICHARD S. GROSSLEY

We use the term "personality" so freely and with so little real thought or concern as to its deeper connotations, that it has well-nigh become just another hackneyed reference to an elusive "state of being." When we speak of the requisites of a good teacher we invariably insist that she should be a person of fine personality. But just what do we mean by that? The answer to this question is usually rather vague and evasive; involving such items or qualities as good manners, pleasant voice, attractiveness in personal appearance, ability to use English correctly, and the like. True enough, these are some of the "symptoms" of personality, but for the most part they are highly deceptive, for

they can be exemplified on the surface and still leave much to be achieved or desired when it comes to the deep significances of personality adjustment.

Personality can be cultivated

Many of the great teachers and scholars stress the fact that teacher-personality can be cultivated and improved, if due and deliberate attention is given to this important part of the teacher's equipment. Dr. William C. Bagley of Teachers College, Columbia University, says: "There are innumerable evidences that teachers can and do grow in the power of personality." Dr. Jesse Sears of Stanford University expresses the same idea in a slightly

different way. Said he, "if we choose to do so we can improve our personalities." "But the qualities that count for most," said another, "are achieved through determined effort." Dr. Ambrose L. Suhrie of New York University says: "I have long been thoroughly convinced that teacher-personality can be definitely cultivated—that the personal traits, qualities and characteristics which have been found to be desirable in a teacher are found in embryo in all such students that ought to be admitted to a teacher training college." These are but a few of the many authorities to whom one might turn for evidence of the possibilities of cultivating and developing teacher-personality. But again, I raise the question: What, after all, do we really know about personality? It seems to be a kind of phenomenon about which a great deal has been said but very little is actually certain. Schools and colleges have been conducted for generations with little awareness of the personality needs of those committed to their care. In dealing with the question it has been assumed that personality was somehow a hereditary factor over which there was little or no control. As teachers, subject-matter, methods, administration, standardized tests and the like, have been our major concern. For the most part our educational psychologists have concerned themselves with how intellectual learning takes place and with the "measurement" of powers of the mind. To an astounding degree they have proceeded with little reference to the emotional life of the child.

When we attempt to define personality as applied to the teacher we note at once that the factors involved are more or less constant, leading to a conglomeration of many overlapping traits or a few clarified concepts, more or less arbitrarily defined. For this statement we are thinking in terms of that type of personality which is very conducive to desirable pupil changes or pupil growth. Positive teacher-personality results in teacher-efficiency. Dr. Wm. McCall holds that teacher-efficiency should be measured by pupil changes.

The following summary is an attempt to present a few of the major basic qualities or traits that enter into consideration of a strong teacher-personality:

Good Personality Traits

1. *Favorable First Impression:* Some people impress one favorably at the first meeting; others fail hopelessly in that particular. The importance to the teacher of this first impression, particularly upon the children whom she has to teach and upon employing officials, can not easily be over-estimated. This quality, to be sure, includes personal appearance, manners, poise, et cetera. It is easy to find abundant sources of splendid suggestions as to how one may develop the qualities that make a pleasing "first impression."

2. *Poise and Self-Control:* The person who has poise is more or less at ease in any situation. Self-control is but another term for the ability to reserve judgment, to control the emotions, to remain calm in spite of provocation. This is an

especially desirable asset for a teacher.

3. *Good Teaching Voice*: The clearness, pitch and quality of tone of the teacher's voice are not only potent but indispensable factors in successful teaching.

4. *Optimism*: Cheerfulness, humor, freedom from sensitivity and self-pity, make possible a higher degree and finer sense of professional spirit and a more constructive attitude toward work and association.

5. *Sincerity*: Fairness, freedom from false pretenses and "bluffing" and the absence of hypocrisy are traits of inestimable value to the teacher. It is here that many of the most indelible impressions are made for good or ill in matters of honesty, punctuality, accuracy, respect and dependability in dealing with officials or with casual friends.

6. *Surplus Vitality*: A reasonable degree of enthusiasm, justified by what one has to offer, will go a long way toward insuring teaching success, if properly directed. Vitality means life, abundant physical health and fitness, and mental "pep" and drive.

7. *Social Qualities*: This may be understood as meaning the ability to meet people, to be at ease and put others at ease, the ability to "rise to the occasion," to be a good follower as well as a good "leader"; the practice of choosing associates judiciously, the ability to use proper discretion in social contacts.

8. *Initiative and Diligence*: Here we have the ability to enrich the experiences of children with novel and varied activities and materials.

Adequate preparation and persistent endeavors to teach efficiently and effectively from a rich store of fresh material that is intrinsically interesting alike to pupil and teacher.

9. *Teaching Power*: By this we mean the ability to inspire in others a consciousness of the fact that teaching really is the imparting of light and strength—that teaching skills and techniques imply mastery of a range of information and insight vastly more than is ever brought to bear in a given teaching situation—ability to develop student capacity and to inspire active participation on the part of the student whether at work or at play, with direction and enjoyment; but in this connection as Dr. Charles A. Beard recently said, "For the training of minds, a trained mind is required; for the dissemination of knowledge, a mastery of knowledge. The union of the trained mind and knowledge makes scholarship."

The individual is beyond question possessed of inherent characteristics which furnish the basis of the development of personality through experience. Personality adjustment, then, involves the sum and organization of those traits which determine the role of the individual in relation to the group. It embraces the development and application of new and varied types of habits and reactions—as the organism working together in all its varied phases. There is, of course, the personality that others see, varying according to the spectator. There is the personality we see ourselves, varying under changing circumstances. We thus

conclude with Morton Prince that, "The World still awaits the great dramatist who will draw, if possible, a complete picture of a human personality, true to nature and under the confining canons of art."

Discipline Through Beauty

ROSE A. STEWART

We, in Dade County, believe that beautiful surroundings make well disciplined children; that a child who helps to make a thing beautiful will do all that is in his or her power to keep it beautiful. Most of the schools have succeeded in so beautifying the grounds that they have either won prizes or received so much favorable comment that they have become quite proud of their accomplishments.

One which presents a very lovely exterior is Dunbar Elementary School of Miami, Florida. Its beauty has been achieved through the efforts of five successive principals: Mr. C. S. Murry, Mr. E. J. Grandberry, Mr. H. I. Thweatt, now deceased, Mrs. L. C. Evans and Miss Madelyn Roberts, the present principal. With the help of the teachers, pupils, Parent-Teachers' Association and a custodian, who loves his work, it has become increasingly beautiful.



Drawn by Rose A. Stewart

DUNBAR ELEMENTARY SCHOOL, MIAMI, FLORIDA

The drawing shows just a small part of the left and a fraction of the right plots. Some small part of a plot has been assigned to each of the 28 teachers and their 1,314 pupils to beautify and keep clean. Plants were donated from all sources.

A passing motorist would see a 160 foot front buff colored building—buff is the uniform color of all Dade County schools—set like a jewel in a fairyland of greenery. On a dewy, sunshiny morning one is especially struck by the radiance and beauty one sees. The stately, waving coconut palms, flanking the front door, cast interesting shadows on the windows. The velvety, bright red, bell shaped blooms of the Turk's Cap beneath the windows form just the right background for the lawn of St. Augustine grass. At intervals in the background rise long pointed leafed crotons of all shades and colors—red-brown, red-orange, yellow-green, green and yellow. A magenta bougainvillea climbs on either side of the entrance to the upper windows. One finds also white Spanish jasmine and rose colored oleanders.

The flowers are separated from the lawn by a border of slanting white-washed bricks. In the center of the immediate left and right plots has been placed a buff colored fountain with a white duck in each. A tall white crane has been so placed that he seems to be drinking of the water in the fountain. These are also surrounded by white bricks. Two stately Australian pines encircled by lilies and bordered by white stones greet one at either side of the concrete steps. Buff colored circular benches are on the lawn.

The plots which cannot be seen contain, on one side, the American flag with a carved figure of President Franklin D. Roosevelt standing near it, and a windmill with two Dutch children on the other. At the extreme ends of the grounds stand two tall, wide spreading (one gnarled and twisted) eucalyptus trees, affording just the right amount of shade. All of this is bordered by a one foot white stone wall about which peeps red-brown and green Tea plants. This gives the effect of a completed picture.

Is it any wonder that our discipline problems are few?

MARCH FUN

In March the wind begins to blow,
And tosses the kites up high,
The windmills begin to go,
And birds begin to fly.

One day when the wind is right
And all your work is done,
Just go in the house and get your
kite,
I'm sure you'll enjoy March fun.

HELEN BOOTH (Age 11).
Signpine, Va.

The Improvement of Rural Life in Texas by Its Negro Colleges

A. CRITTENDON PRESTON

During a recent Teacher-Training Conference of Negro Colleges of the state, held in Austin, Texas, some very interesting facts were revealed from various studies of work being done by these colleges in their efforts to train in-service and prospective teachers for rural communities.

It appears that the Negro colleges of Texas are quite cognizant of the fact that because education is a dynamic thing it is subject to constant investigation and its progress must be frequently checked with a view to modification. The standards of living in rural communities have almost hopelessly declined and signs of disintegration have been noted in social institutions and family life. Nowhere are these tragedies more devastating than in small Negro communities in the South. These changes are so obvious that our colleges are putting forth efforts to meet them by educating their teachers for much needed rural adaptations.

Rural Education Situation

Bulletin No. 371, issued in February 1937 by the Texas State Department of Education, reported 236,590 Negro rural scholastics, with 5,727 teachers. The *Annual Jeanes Teachers' Report* for 1937 gave the following information for 29 coun-

ties in which supervisors are working: 858 one-teacher schools, 205 two-teacher schools, 30 three-teacher schools, and 119 four-or-more-teacher schools. In addition, 63 church buildings, 7 lodge halls, and 7 dwelling houses are being used for public schools.

It was noticed further, in the Texas Bulletin No. 371 on Negro Education, that of the 5,967 Negro teachers employed in public schools of the state, 3,833 did not hold degrees; 26 had three years or less of high school training; 83, four years high school training; 374, one year of college training; 1,604, two years of college training; and 1,746, three years of college training.

The health problems among rural Negroes are acute, according to available information. Chiefly among them are such problems as malnutrition, tuberculosis, syphilis, malaria, and hook-worm infection. There is no single solution for all of these problems, but the first objective of education should be health, and the rural teacher must be taught to integrate health teaching in the courses at school.

Needs of Farmers

Teach the child in school and he in turn will teach his parents how to rotate their crops. Help the farmer to understand the value of diversi-

fied farming, planting more vegetables at different seasons instead of the one-season crops which he now plants. With a little selection of seed and type of soil the farmer may have winter crops of vegetables such as turnips, collards, onions, etc., which, when supplemented by properly canned and preserved fruits and vegetables from the previous fall and summer, will give him a proper diet the year around. Parent-Teacher Association activities may be of great assistance in this program of improving food crops. The farmer should be made to understand that the potentiality of the soil is somewhat like that of the young child; both depend upon individual study, feeding, and cultivation. So may improper feeding of the soil destroy its future germinating power, just as the improper diet for the growing child may handicap him and his offspring in the future.

If the rural community would use more vegetables and fruits, more fowl and eggs, more milk and butter, and more red meats we would see a decrease in the percentage of anemic, malnourished young children, and an increase of those whose bodily and mental functions are normal. In the older group, pellagra would disappear and a generally more energetic community would develop. Under the educational conditions the rural school teacher has a heavy responsibility in this whole matter of health improvement.

The College Programs

Our colleges are including in their curricula three groups of courses

for the professional preparation of rural teachers; they are as follows:

Professional—Rural School Practice Teaching; Rural School Observation; Rural School Administration; Rural School Management; Rural School Curriculum; Rural School Methods; Rural School Libraries.

Background—Rural Community Activities; Rural Community Relations; Rural Sociology; Rural Economics.

Differentiated Subject Matter—Reading and English; Agriculture and Nature Study; Elementary Science; Geography; Social Sciences; Health and Physical Education; Home Economics; Industrial Arts; Music; Fine Arts; Handwriting.

Rural school practice teaching is being offered by five of the senior colleges. All of the better prospective rural teachers in these institutions are given an opportunity to acquaint themselves with the needs of rural people and to learn while in college how to meet such needs through the school curriculum. This type of practice teaching is being done in certain selected schools of the counties in which these five colleges are located. Such laboratories are affording wonderful opportunities for growth and development of teachers, children and parents. One of these laboratory schools is developing a Community Library. The parents in this community have already learned to frequent this library on certain evenings of the week. They furnish their own lamps. So happy were these adults at the initial opening of their library, that they remained at the school until eleven o'clock.

In another of these laboratory schools, a "Sales Circle" is conducted by the teacher, children and Jeanes Supervisor. The children make out a list of their needs, such as: salt, sugar, pepper, flour, tea, coffee, toilet goods, stockings, sewing material, etc., and give it to their teacher, who with the aid of the supervisor, makes exchanges with one of the merchants in the nearby town. On "Exchange Day" the children bring to school eggs, vegetables, chickens, butter, etc., and make exchanges for the articles they requested the week prior to "Exchange Day."

It is interesting to note the number of school gardens, orchards and chickens that are being added as content material for curriculum building in these laboratory schools. Scientific methods in dealing with such projects are stressed, and in schools in which there are no trained vocational teachers, cooperative measures are used in securing the help of such teachers. It is hoped that a large number of schools will take over the above mentioned proj-

ects in the future

Not only are these "key" schools serving prospective teachers as laboratories but as demonstration centers where experts in rural school methods may show teachers how the principles of progressive education can be translated into actual practice in rural schools and communities.

Two of the senior colleges are having their better prospective teachers spend a period of time living in the rural community. Each student is expected, in addition to his daily routine, to carry through a special project while out on his field work. The nature of such projects depend primarily upon the needs of the community.

It is believed that within the next few years, continued progress along improved work of the Negro colleges in Texas, in directing such teacher-training programs for rural teachers as have already been attempted will result in Negro citizens, in rural areas, better equipped for living happily and intelligently in their communities.



ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUT-LOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Question: How can one who teaches continuously the same grade or type of work avoid the effects of dull and monotonous routine?—I. E. P.

Answer: I. E. P. raises a very interesting point. It relates particularly to elementary tasks, but has its meaning for work at any level where the teacher, year after year, teaches the "same subject," because the re-teaching of given material is likely to reduce the activity to the status of the elementary. The answer to this question lies in the way one looks at his work. For the present purpose we may distinguish two general attitudes toward events which fall within the life space of the individual. There is the personality which for some reason does not readily apprehend the new aspects present in almost every situation. Such a personality tends to adopt one or more general principles and to deceive itself into believing that all events in the universe may somehow be subsumed under these principles. All events or aspects of events which are not readily amenable to some such logical regimentation are in consequence unimportant. This is the ultra-conservative personality. Its supreme credo is, "There is nothing new under the sun." The ultra-conservative personality is so common among us that it seems unnecessary further to describe it.

On the other hand there is the liberal personality. It is progressive. It admits the efficacy of general principles and respects practices which are the residue of human experiences through the ages. In addition, however, the liberal personality is on the alert to detect and emphasize the newer aspects of experience and is willing to revise older concepts in the light of new evidence. It lives in the best educational sense, for living is progressing. It fosters creative thinking which is the negation of routine and dullness.

If then the teacher can see in the child not only the attributes and behavior which are common to all normal children; but also the unique attributes and behavior, as they relate to his environment, which characterize him as a distinct personality, she is ready to find a new interest in every child and a new meaning in every class. These beckon her on to new approaches and revised thinking. Such a personality possesses a certain fluidity which makes for wholesome teaching. It is assurance against monotony and dullness.



Recent Publications of Interest to Teachers

● *The Parents Magazine* has for free distribution two pamphlets, "Understanding the School-Age Child," and "The First Five Years," the 1937-38 study course on the pre-school child, for Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, and others interested in school-age children. Send inquiries to 9 East 40th St., New York, N. Y.

● An interesting pamphlet "Possible Careers for Young Negro Women," written by Margaret Brown Traylor, a teacher in Cedar Hill High School, Cedartown, Ga., has been issued by the Colored Division of the NYA of Georgia of which R. W. Bullock is director and Walter R. Chivers is the supervisor of vocational guidance. The headquarters are in Atlanta.

● The Office of Education has recently published the following bulletins: "Student Interests and Needs

in Hygiene," Bulletin 1937, No. 16 (10c); "Physical Education in Institutions of Higher Education," pamphlet No. 82 (10c), which includes sections dealing with colleges, universities, and teachers colleges for Negroes; "Housing and Equipment of School Libraries," leaflet No. 33 (5c), which is an annotated bibliography; "Guidance Bibliography, 1935," Bulletin 1937, No. 36 (10c), which is an annotated list of books, pamphlets and periodical references on guidance appearing during the calendar year 1935; "A Review of Educational Legislation, 1935 and 1936," Bulletin 1937, No. 2 (10c), and "Developments in Educational Method, 1934-36," Bulletin 1937, No. 2 (10c); these two bulletins are advance pages of chapters 8 and 10 respectively of volume one of the Biennial Survey of Education in the United States: 1934-36. Send all orders to the Superintendent of Documents, Washington, D. C.

The Physician as Educator

Reprinted from "The Health Officer," September, 1937

U. S. Public Health Service, Office of Public Health Education

That the modern physician has something very definite to contribute to education is an idea that has now invaded both medical and educational circles. This has come about because the modern physician occupies a very unique and increasingly important place in society. Our

class A medical schools turn out men who have been carefully trained in those special fields of knowledge which deal with the structure, the function and the behavior of human beings. In fact, medicine covers some part of nearly all the biological sciences. No

type of education, therefore, has broader foundations than medicine and we know of no discipline that gives the same broad outlook, the same attitude toward life, the same mental stance.

At the risk of being tiresome, let us repeat that the physician as a highly specialized biologist proposes to take care of, and guide and direct the most intricate, the most complicated and in many respects the most delicately sensitive of all living creatures. To be a good physician and keep abreast of all advances in modern medicine is no small achievement. Indeed, no physician can fulfill successfully his mission in the present-day world unless he is fairly well-grounded in psychology, sociology, criminology and even economics and government. He must know something about all types of human institutions and be familiar with all forms of human behavior, habits and customs. In brief, nothing human must be foreign to him. This is doubly true for the public health physician and health officer. In this competitive, struggling world, individual designs for living must be based necessarily on a thorough knowledge of life and life processes, if the youth of the land are to be given the best possible chance for survival and the best possible chance for the achievement of useful, happy lives.

Who but the physician is equipped to impart effectively knowledge of life? Preventive measures are rapidly becoming the heart and soul of all medical practice and all health officers realize that health educa-

tion is rapidly becoming the heart and soul of preventive medicine. The public can not be expected to cooperate in the promotion of health and the prevention of disease unless they thoroughly understand the rules of the game.

All types of education—in the home, in the kindergarten, in the school, in the reformatory, and in the clinic—have exactly the same purpose. This purpose may be summarized in two words, "healthful living."

The primary goal of the teacher and educator is mental health—keeping students healthy at the psychic level, while the primary goal of the physician, at least in past decades, has been physical health—keeping patients well at the physical level.

But thanks to modern psychiatry and psychology, we now know that the old doctrine of the dualism of mind and body is a myth. Mind and body are one and inseparable. Whatever affects the mind affects also the body and whatever affects the body affects also the mind. Thus the aims of the teacher and the aims of the physician must merge.

As it stands now in education, the medical group has the information and the educational group has the teaching technic, but it is extremely rare to find the same qualifications in the same person. Should not the physician who has the information developed his own technic? Is it not true that one has a thorough grasp of any subject only when he can effectively tell it to others?

EDUCATIONAL NEWS AND EVENTS

Named

Robert C. Weaver, for the past four years the Adviser on Negro Affairs in the U. S. Department of the Interior, has been named as special assistant to the United States Housing Administrator.

National Negro Health Week

The 24th annual National Negro Health Week will be observed from April 3 to April 10. The special objective for this year is "The Family Doctor's Opportunity in Community Health Service." Information and materials may be secured from the National Negro Health Week Committee, U. S. Public Health Service, Washington, D. C.

School Life

The February issue of *School Life* is a special edition devoted to the Office of Education; what it is, how it works, its functional services, some recent developments, and some needed additional services. Presented pictorially and graphically this story of the Office of Education should be a valuable asset to those interested in education in general and in Federal relations to education in particular.

Exceptional Children

The *Journal of Exceptional Children* published in January an extra issue, devoted to a summary of studies relating to exceptional children,

for the International Council for Exceptional Children. This summary "in general, emphasizes the research of the past ten years, including methods of teaching, instructional plans, and characteristics of various types of exceptional children" such as the blind, deaf, crippled, gifted. Extensive bibliographies are included with each article which makes the entire issue of value to both the special teacher and those engaged in regular classroom teaching. Address all inquiries to East Lansing, Michigan.

Jeanes Teachers

Recently thirteen teachers were added to the teaching force of the Negro schools of Claiborne Parish, Louisiana. G. C. Jones is the Parish Supervisor and is working on a program for obtaining a substantial building, longer terms, and more libraries for the Parish.

● Ward Amos School in Bristow, Oklahoma, has been made a demonstration school for the Separate Rural Schools of Creek County. Experiments with methods of teaching the tool subjects, with emphasis on the social studies, will be conducted. This school is being equipped with tables and chairs, instead of the regular school desks, and provided with every necessity of the model school, allowing the children free-

dom in the development of units of work, based on the social studies. Miss Willa Greene is the Supervisor for the Creek County, Oklahoma, Separate Schools.

● The Piney Grove School, near Roanoke Rapids, N. C., is one of the four health centers of Halifax County. It is conducted once each month and has provisions for both children and adults. Dr. J. H. Martin of Roanoke Rapids is in charge and is assisted by Dr. Roy Norton, director of County Health Work in the State, and these nurses from the county health department: Misses L. C. Stewart, Davis Dickens, Edna Ingram and Mrs. E. McNeil Holmes. Miss Bessye T. Shields is the Supervisor for Halifax County.

● Muskogee County, Oklahoma, was the first county in the South to report the raising of its quota for the Virginia Randolph Fund. The Jeanes teacher is Mrs. Willie V. Gatewood, who is serving in that position for her third year.

● The Jeanes teachers in Africa are almost entirely men—very few women being employed in these positions. Wives of these teachers are trained helpers who act as their assistants.

College Activities

At the last meeting of the Board of Trustees of Tougaloo College one of the topics considered was the possibility of closer relationship of the college and the community in which the college, through its practice schools, can serve the community educationally with a real program of adult education and community service.

● Morehouse College celebrated the seventy-first anniversary of its founding on February 18 with: a chapel service at which Edward S. Hope, the son of the late John Hope and the superintendent of buildings and grounds at Howard University, was the principal speaker; a regional alumni meeting; and a basketball game between Morehouse and Fisk.

● A bronze bust of W. E. B. DuBois, who was honored on his 70th birthday by Atlanta University and the affiliated institutions, Morehouse and Spelman Colleges, was presented to President Rufus E. Clement at the University Convocation in Sisters Chapel on February 23. The bust, executed by Alexander Portnoff, was purchased by the Organizing Committee for the DuBois Birthday Celebration of which Ira De. A. Reid, of Atlanta University, was chairman.

● Ground was broken recently to begin a \$396,950 new building program at Cheyney State Teachers College. The program calls for the erection of a faculty two-family house, laboratory school, administration building, home economics building, additions to the men's and women's dormitories and the power plant, and the remodelling of the present administration building into a center for the teaching of industrial arts. Progress is being made on the completion of a new athletic field.

● Dillard University has announced a grant to the institution by the General Education Board of \$30,700 to be spent in approximately three years for the development

of work in fine arts and in home making. In art the appropriation will provide for an addition to the faculty, for instructional equipment including reproductions of paintings and slides, for books, and for bringing art exhibitions to the University. In home making, provision is made for the construction of a model home, for laboratory equipment and books, and for the development of a home making institute.

● President R. P. Daniel of Shaw University was elected president of the North Carolina Negro College Conference at the 12th annual meeting held at the Elizabeth City State Normal School on January 29. The theme of the Conference was "Looking at the College President." Other officers elected were President W. J. Trent, Livingstone College, vice-president; Dean A. Elder, North Carolina State College for Negroes, secretary; and Dean Foster P. Payne, Shaw University, treasurer.

● The Annual Charter Day Celebration of the founding of Howard University was held on March 2, with morning exercises in the University Chapel which were featured by an address by Mr. T. L. Hun-

gate, Chairman of the Board of Trustees of Howard University, and a Charter Day Dinner at which The Honorable Harold L. Ickes, Secretary of the Interior, delivered an address which was broadcast over a nation-wide net-work.

John Lovell, Jr., assistant professor of English at Howard University, has recently received the degree of Doctor of American Literature from the University of California, Berkeley, Calif.

Erskine G. Roberts, a member of the faculty of the School of Engineering and Architecture, Howard University, has contributed an article which appears in the February issue of *Power Plant Engineering*, an outstanding national engineering journal, which discusses topics on the generation, transmission and utilization of steam, electric, hydraulic and Diesel power. The value of his article is established in its complete and simple explanation of the highly technical subject of the mechanism of fuel oil burning with its progressive steps. Mr. Roberts is an honor graduate of Massachusetts Institute of Technology, and holds a M.S. degree from the same institution.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

How to Become an Ex-School Teacher

R. C. Nichols, superintendent of schools in Miami, Oklahoma, gives

some principles by which one may become an ex-school teacher in *The Clearing House* for January. Some of them are: "If you are an instructor in a rural school, teach the way

you think the school should be taught, irrespective of the wishes of the Board of Education. If you are in a city system, then you should be permitted to teach the way you think your subject should be taught, not taking into consideration the policies of the school or the wishes of the administration." "Don't make any effort whatever to adapt yourself to the community in which you live. . . . Don't become so undignified as to participate in any way in community life. . . . Let your public know your salary is inadequate for the type of service that you are giving and that they cannot expect you to contribute to the Community Chest, the Red Cross, or any activity in the community. . . . Hold yourself aloof from the people in the community. By your attitude you can make them feel that you are superior. This will cause you to be discussed on many occasions at numerous meetings." "Don't waste time in developing a sympathetic understanding of children. You haven't time for that. Have one standard rule by which you judge all cases and adjust all difficulties. Doesn't our constitution state that 'all men are created equal?' Then why consider individual differences? The pupil's point of view doesn't matter. . . . You may have retarded children that need help and kindness. . . . Be frank with the parents of these children. Tell them that it is due to the heredity of the child." The author concludes by stating: "If you will practice consistently these tenets, day after day, week after week, I am sure that in the due course of time you will reach

your goal and become an Ex-School Teacher."

Education for Home Living in the Secondary School Today

Ivol Spafford states that "Education of all adolescents for home living has not been recognized by the secondary schools as a primary objective," in the *Journal of Home Economics* for February. Stressing the need in education for application to real-life situations and to their interrelationships, Dr. Spafford states that "Home economics, developing its offerings in terms of its own fundamental values and no longer seeking a pattern from other fields, would seem to be the one that could best become this unifying base for dealing with home-life problems." He also says that "Home economics has a second unique general contribution to make, and that is in making instruction specific, individual, personal. It is not enough to learn about the family in society, the relation of health or juvenile delinquency to housing, to apply art principles to house furnishings or dress, or the way a particular income group spends its money. The individual . . . wants to know how to select a house to meet his family's needs, to feed the members of his particular family with its income and its peculiar likes and dislikes, to build a satisfying life under the individual conditions which affect him. This is the kind of instruction which home economics has been giving increasingly in recent years. It is an important contribution and one which home economics should continue to make."

The Whole Child Comes to School

Developing the thesis that children bring not only their minds but also every other aspect of their physical and mental make-up to school, Samuel R. Laycock emphasizes the implications of this fact for education in the *Journal of Exceptional Children* for February. He states that the primary objective of teachers is to teach children rather than arithmetic, reading, etc.; that "parent-teacher cooperation is vital for the highest development of pupils." "A realization that the whole child comes to school will lead us to scrutinize our system of grading, our system of examinations, our routine organization, our discipline, our punishments, our extra-classroom activities, in the light of their interrelationship with all factors of the educative process and of the returns they yield in wholesome personality development for the child. . . . All teachers must strive to understand the whole child of average abilities and physique but, in addition, the teacher of special classes must understand the whole child who is atypical. . . . The whole patient goes to the doctor, the whole teacher teaches, and the whole child comes to school."

Vitalizing History by Means of the Unitary Plan of Instruction

Myrtle A. Brodie, a teacher in the Second Ward High School in Charlotte, N. C., discusses the Morrison Unit Plan and the Virginia Plan and their value in making history more interesting to high school students, in the February issue of *The*

Social Studies. Having used the Virginia Plan with success, Miss Brodie concludes that "With various types and plans of instruction facing the teacher today, she must study carefully each plan, study her pupils, evaluate each plan, and experiment if necessary until she finds the procedure which best suits in carrying out objectives and aims of the course. Strict adherence to any particular method may prove injurious to the welfare of the pupils. The teacher today who is alert, who does not mind working, and who strives constantly to vitalize history, may feel safe in selecting the Virginia plan of instruction as a basis for her year's work. She may vary her methods during the year as she sees fit, but once that she has used the Virginia plan and used it successfully, she will keep it on hand to meet the individual needs of her pupils."

The Arithmetic Vocabulary of the Elementary-School Teacher

In the January issue of *The Elementary School Journal* Frank H. Gorman presents the results of a survey test entitled "An Arithmetic Vocabulary Test for Teachers" which he administered to 92 teachers of arithmetic in elementary schools and 30 college students enrolled in classes in the teaching of elementary arithmetic. His conclusions are: "There is a significant difference between the arithmetic vocabulary of teachers as a group and students in elementary education. There is a definite place for teaching the technical vocabulary of arithmetic to students who intend to

teach arithmetic, particularly (1) items used in connection with the fundamental operations with whole numbers; (2) common and decimal fractions; (3) items connected with denominate numbers and the units of measure; and (4) large numbers, both Hindu-Arabic and Roman. Both teachers and students show lack of ability to express numbers correctly in words and especially to write numbers in words. A significant proportion of both teachers and students manifest a lack of understanding of a number of important signs and abbreviations used in arithmetic. Both students and teachers manifest a need for improvement in ability to define in simple language many of the concepts in arithmetic." In the same issue is part one of *Selected References on Public-School Administration* by William C. Reavis and Nelson B. Henry.

The Supervisor as a "Reviver"

"... the beginning period is not always the time when teachers need the most help. It is more often after the teacher has taught a few years that she begins to stay on a 'plateau.' It is here that the supervisor must act as a 'reviver,'" states Mildred Miles Roberts in *The School Executive* for February. She adds that "Sometimes a period comes when sympathy between teacher and pupil seems to have vanished and the only reason the teacher continues is because of the almighty dollar. It isn't because the teachers are lazy and want to slack. Far from it. Supervisors and administrators too are subject to the doldrums. When the plateau of

teaching is reached, someone should be on hand to start things again. . . . All human beings need encouragement. This is where the supervisor can be a reviver. The most withered, faded teacher will perk up under a word of encouragement. . . . Anything then, that can encourage, stimulate, or inspire a teacher to be a 'real person,' to develop her personality and her intellectual powers, and to keep her on an 'even keel' is worth trying."

You Might Also Like to Read—

The School of Health—A health project used effectively in the primary department of the Harrison County Training School is a contribution by Miss A. T. Sinclair to the February issue of the *Mississippi Educational Journal*. Also of interest in the same issue is a history unit by M. Erline Hughes, a teacher at Drew Colored School, Drew, Mississippi.

The K. N. E. A. and the Merger—Appearing in the January-February issue of the *K. N. E. A. Journal*, the official organ of the Kentucky Negro Education Association, are various discussions of the proposed merger between West Kentucky Industrial College and Kentucky State Industrial College, by R. B. Atwood, W. H. Fouse, and A. E. Meyzeek.

The Importance of the School in Preventive Dentistry—James S. Dunning, D.D.S., discusses at length "the type of practical preventive measures now possible" in dentistry and points out "the strategic position occupied by the schools in carrying out these measures," in *School*

Management for February. In the same issue is a very helpful presentation, by Dr. Freda Gerwin Winning, of the most popular single dishes in school cafeterias, their range in size of portions, portions most frequently served, and the spread of selling prices, in her article entitled *Giving Your Students the Best That is Possible for Their Money*.

What Is Personality?—Joseph Tausek presents a different, and at the same time interesting, treatment of this subject in *The Journal of The National Education Association* for February. His main theme is "Personality is the expression of human character."

"Treasure Island"—Herbert A. Sitz presents a comprehensive list of questions to be used in teaching this story in the grammar grades, in *The Grade Teacher* for February. Also included is a key for scoring the answers.

A Progressive Game Kit—Freda S. Combs gives helpful information in the construction of a kit "in which to carry equipment for progressive game parties," a list of equipment which can be used for 18 games for from 72 to 90 people, and directions for playing many popular games, in *Recreation* for February.

The Decay of the Beauty Parlor Industry in Harlem—LeRoy W. Jeffries presents the results of an exhaustive study of this industry in Harlem and some recommendations for its recovery in *Opportunity* for February. In the same issue Alain Locke concludes his re-

view of the literature of the Negro with a discussion of books by and about the Negro under the title of *Jingo, Counter-Jingo and Us*.

Gold or Brass?—a highly interesting and informative address delivered by George Adrian Kuyper at the recent meeting of the Virginia State Teachers Association, appears in *The Southern Workman* for January.

In the Home—A regular feature of *Service* is a section devoted to many helpful suggestions of how to do many things about the home which will make housekeeping easier and the home a much more attractive place in which to live.

Books by Negro Authors in 1937—The February issue of *The Crisis* presents paragraph reviews of books by Negroes during 1937 by Arthur B. Spingarn. In the same issue is the first of a series of articles on important Negro newspapers—*The Afro: Seaboard's Largest Weekly*.

A Beautiful Voice—Carl E. Seashore stresses the need for more attention to the development of the voice in young children in the February issue of the *Music Educators Journal*. Included in this issue is the program of the Music Educators National Conference which meets in St. Louis, Mo., from March 27 to April 1.

Communication—Marion Paine Stevens presents an illustrated unit of work on this subject in *The Instructor* for February.

Manners and the Younger Generation—This is the theme of the February issue of *Child Study*. It included several interesting and infor-

mative articles dealing with the subject and a study outline for the use of individuals and groups.

Individual Differences and Their Educational Significance in the Guidance of the Gifted and Talented Child—Herman G. Canady stresses the fact that the recognition of individual differences "must form the foundation for all guidance work," and that "The school must provide opportunities for the full development of the abilities, needs and individualities of all students, particularly the gifted and talented," in a reprint of a recent speech made by him which appears in the October, 1937, issue of *The Quarterly Review of Higher Education Among Negroes*.

Guidance in a Rapidly Growing City—E. E. Oberholtzer, Superintendent of Schools in Houston, Texas, "explains how an effective program of occupational adjustment is being carried on in the face of mounting enrollments and rapid changes in types of jobs available," in *Occupations* for February.

School and Community—The January issue of the *California Journal of Secondary Education* presents "a series of seven articles describing what California secondary schools are doing to tie up their work with community activities. Among the projects described are a speakers' bureau, the coordinating council, a gardening project, a Thanksgiving drive, and the agricultural fair. A bibliography-review concludes the symposium with a discussion of the newer literature on 'School and Community'."

Virginia Teachers Bulletin—The January issue of this bulletin contains addresses and reports of the Golden Jubilee Convention of the Virginia State Teachers Association, by Winston Douglas, John M. Gandy, Eva C. Mitchell, R. P. Daniel and others.

BOOK REVIEW

The Old Negro and the New Negro, by T. LeRoy Jefferson, M.D. (Boston: Meador Publishing Company, 1937. 118 pp. \$1.50.)

The author of this unique little book, a graduate of Straight and Melarry, and a physician of West Palm Beach, Florida, has a definite message. He begs his people "to get back to and into the government by qualifying themselves as full fledged citizens and to stay so qualified"; not to align themselves with the old corrupt political parties or with any of "those organizations which would destroy our constitutional form of government." With this sound basis, the "young Negro" will then be ready to enter "honorably" into American politics when "young America" calls him to join the new "solid front" to protect constitutional government against foreign "isms."

In developing this thesis, Dr. Jefferson touches upon many phases of Negro life. In Part I, "The Old Negro," he points out in sixteen small pages that the Negro's present political isolation and virtual slavery are due to the foundation laid by our forefathers and the "carpetbaggers" in the unwise course taken in politics during and following Reconstruction. In Part II, he envisions the ideal "New Negro," demonstrating the superiority of his ap-

proach to his problems in business, the professions and in service; in the education of his children, the burial of the dead, the conduct of his farm, his newspapers, his fraternal organizations. He discusses the New Negro teacher, the preacher, and his new role in politics. The author urges that the whole trend of Negro education "should and must be based on the ideas promulgated by Booker T. Washington" and that "the teaching of the principles of citizenship will be one of the principal duties of the New Negro school teacher."

The author has purposely written in simple language that "the poor reader can read and understand without having a dictionary constantly at his side." The little volume would therefore serve admirably as a reader in adult education classes and forum discussion groups. Dr. Jefferson often pontificates and perhaps embraces boundless territory, but there is many a kernel of wisdom here that could deserve wide reading among those for whom it is obviously written.

—FRANK HORNE.

RECENT BOOKS OF INTEREST—

● *Washington: City and Capital*. American Guide Series (Washington, United States Government Printing Office. 1937. 1,141 pages. \$3.00).

This is a valuable work of the Federal Writers' Project of the Works Progress Administration. It is the most comprehensive volume yet published about the Nation's Capital and is replete with photographs and other illustrative material. Of especial interest is the chapter devoted to *The Negro in Washington*.

● *The Negro's Struggle for Survival* by S. J. Holmes (Berkeley, University

of California Press. 1937. 296 pages. \$3.00).

Subtitled "A Study in Human Ecology," this is a study by S. J. Holmes, professor of Zoology in the University of California, based upon an investigation of birth rates, death rates, infant mortality, immunity and susceptibility to disease, the causes and biological effects of migration, the results of race mixture, and the influence of other forces which affect "the biological fortunes of the American Negro." The appendix has a number of tables relating to these factors and a generous list of references for each chapter and for a general consideration of the problem as a whole.

● *Caste and Class in a Southern Town*, by John Dollard (New Haven, Yale University Press, 1937. 502 pages. \$3.50).

This is a study by John Dollard, research associate in Sociology in the Institute of Human Relations of Yale University, of the social and emotional life of a small town in the deep South. "Dominating the social life of the community are its two main forms of organization, caste and class. By using the life histories of individual Negroes and by reflecting on his own participation in the community, Dr. Dollard reveals the emotional structure underlying the formal social life. This book is essential to those who want: a novel, scientific appraisal of one Southern community; insight into the relations between the Negro and white groups; a methodology to examine people in their real social settings; a concrete understanding of what is now called the problem of culture and personality."

NATIONAL EDUCATIONAL OUTLOOK

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ARTICLES TO APPEAR IN EARLY ISSUES

Precept and Example in Teacher Education.....	Miles W. Connor
The Need of Vocational Guidance in the Administration of Schools and Colleges.....	Edward Jones
My Philosophy of Education.....	P. Denson Jackson
Some Reactions to Negro Newspapers of National Circulation	Angeline Davis Bailey
Guidance in Rural Education.....	Atwood S. Wilson
A Magic Solvent.....	W. H. Craig
Horizons of Negro Youth.....	N. O. Calloway
Activity Programs! Why Have Them?.....	W. L. Savoy
"How Virginia's Revised Program is Affecting Negro Life"	A. G. Richardson

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APRIL, 1938



ADMINISTRATION BUILDING OF THE UNITED STATES PUBLIC HEALTH SERVICE

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- My Philosophy of Education
- Personality Needs
- Home Life Activity Project
- The Need of Vocational Guidance

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EDITORIAL COMMENT

LOYALTIES

“THE successful operation of any human enterprise is influenced greatly by the morale of its workers. Morale is the outcome of a series of loyalties, loyalty to a common purpose, loyalty to leadership, and loyalty to associates. Loyalty may be guided by intelligence or by blind unthinking adherence to formula. The latter type is being exemplified today in the dictatorships and is the kind frequently thought of by many of our own patrioteers when attempting to inflict their own brand of patriotism on others. But it is intelligent understanding which must underlie loyalties within a democracy. With shifting leadership and evolving objectives, blind loyalties may become thoroughly dangerous.

“Intelligent understanding of the problems, objectives, and methods underlying the work of any agency must belong to the rank and file of the workers in that agency, as well as to the leadership. It is not enough that a few of those at the top of the heap see the vision and do the planning. It is important that those who handle the day to day problems which arise in the carrying out of policies understand their import and apply intelligence in working them out. Education of the rank and file takes time, but it is the only step which can guarantee the ultimate success of a policy. When all members of an enterprise agree to the importance and desirability of its basic objectives, willing, intelligent, and enthusiastic effort toward the common goal becomes possible. While loyalty toward leadership is desirable, it is not nearly so essential as loyalty to objectives. Leadership falters, and leadership changes. The rank and file carry on, and if possessed of understanding and enthusiasm for the job that is being done ‘can usually be counted upon to carry on’ despite momentary derangements in leadership.

“Loyalty to leadership is usually the outgrowth of mutual confidence. We believe in a leader because a leader believes in us. We accept his goals as our goals. We believe in his honesty and will to fair dealing. It is sometimes much easier to be loyal to an individual than to a set of principles. A leader is alive, dynamic, and adjusts himself to the changing situation in which he finds himself. However, leaders are bound to make mistakes and inevitably find it necessary to make decisions which appear to work injustice upon some individuals. Yet a leader must remain in a position to make individual adjustments in terms of human concerns. Leaders can also share their leadership with their associates

and give opportunity for true democratic solution of problems which may arise. But when all is said about loyalties to objectives and to leaders, the most important loyalty of all remains. It is the loyalty to associates.

"After all, the men and women with whom we are in daily contact in carrying out a common purpose influence our lives to a much greater extent than distant leaders. Their idiosyncrasies, their selfishness, or their generousities play a significant part in daily living. Many times, unconsciously, they become ones with whom we compete for recognition and advancement. In the daily routine of living and working we are always in danger of exaggerating the faults and minimizing the virtues of these associates. They are all bound to differ from us sufficiently so that these difficulties may grow into annoyances, and annoyances can always be developed into resentments or jealousies. When good fortune meets such associates the way in which we greet it is liable to be determined by these petty reactions. If we have allowed ourselves to lose sight of the virtues of our associates, good fortune becomes 'luck,' and we resent it, and a slanderous tongue frequently attempts to minimize the justice of the recognition. This type of petty back-biting can only result in increasing jealousies, and disloyalties. The associations which lead us into such errors might just as easily lead us in the opposite direction, had we but thought of the strengths instead of the weaknesses of our associates.

"When we recognize the good ideas of others and work with them toward their realization, a very different feeling is engendered in the human heart. We come to discover that even the most annoying of our associates may have vision, generosity, capacity for leadership, understanding, and experience. We come to realize that from his virtues we ourselves can profit, and we learn to share with him the pleasures which come from recognition and advancement. By such selfish merging with something outside of ourselves, we may prepare for merited advancement, and even if advancement in a service with few leaders and many followers does not follow, such an attitude at least should enrich our daily lives. . . ."

WILLARD W. BEATTY.



(EDITOR'S NOTE—Willard W. Beatty is Director of Education, U. S. Office of Indian Affairs. The above editorial is a major portion of Dr. Beatty's editorial which appeared in "Indian Education" for November 15, 1937, and is reprinted with his permission.)

*Minds that have nothing to confer
Find little to perceive.—Wordsworth*

Precept and Example in Teacher Education

MILES W. CONNOR

The Problem

"She tells us that when we become teachers we must always dismiss our classes when the time is up and yet she keeps us overtime and makes us late for our next class." Thus spoke a group of normal school students as they hurried through the halls to their recitation room.

"Mr. Blank should not say anything about the quality of our handwriting for we show more care in our handwriting than he shows in his." This remark, coming from a group of young women of a teachers college as they discussed the criticisms of a penmanship instructor, was overheard by a member of the faculty of the college.

"Our teachers constantly told us that we must treat the children under our care with the greatest kindness, but sometimes these teachers seemed to forget that we had feelings." This remark was made by a normal school graduate who was discussing her experiences as a student.

"She makes the lessons so interesting that we are sorry when the period closes. She uses the same methods which she tells us to use when we become teachers," said the member of a teachers college class in discussing the merits of one of their teachers.

"Mr. Blank, we feel as though you are one of us. You seem to understand our problems and we like to talk with you." These were the words of the spokesman of a group of young men as they concluded a conference in the office of the principal of a teacher-training school.

The foregoing incidents selected from many similar ones in the writer's experience lead to the following queries:

1. To what extent is there a conscious effort on the part of institutions for the education of teachers to make these institutions a practical demonstration of the goals which the students are to realize?

2. To what extent is it desirable that these institutions shall be replicas of what they want their students to become?

Necessity for Correct Techniques

The act of teaching others how to teach, tends to focus the attention of the learner upon the instructor's own procedure. If this procedure is out of line with the instructor's teaching, the learner may become doubtful and confused. This state of perplexity leads the learner to ask such questions as these: "Why should he tell me to do the thing which he, under the same circumstances, fails to do?"

Does he have so little faith in his own teaching that he is unwilling to follow it in his daily work?" Such an attitude on the part of the learner tends to delay the automatic responses which learning implies and thus retards the desired growth.

Opportunities for Developing Proper Social Relationships

Again, the social relationships in the teachers college may afford the laboratory in which the social goals of education may be demonstrated. The chief relationships which may be used in this process of social training are the relation of student to student, of student to teacher, of student to administrator, and of faculty to administrator. From a consideration of these factors, the following questions arise: (1) What relationship should the teachers college foster among its students in order that they might learn how to live together and to teach others how to live together in a spirit of mutual helpfulness? (2) What should be the relationship between student and teacher in order to insure within the student the proper attitude for mental and social growth? (3) What relations should

exist between the administrator and the students in order to insure within the student the desired development in initiative, responsibility, and a feeling of oneness with the administration? (4) To what extent may the relationship of the faculty and administration so set the scene for democratic living that the students not only practice democratic living within the school, but learn how to set up a form of democracy in the world outside of the school?

An Effective Curriculum

The curriculum of a teachers college consists of more than syllabi or outlined courses of study. It embodies all the elements of the institution which affect the growth of the students. The spirit of the school, the spirit of the individual teachers, the methods and techniques of instruction, as well as the content or subject-matter to be learned play a very important part in the results which the student achieves. The curriculum is a phase of life to be lived and as such, it can be more easily lived when the personnel connected with its interpretation are willing to say, "come, follow me."

DEMOCRACY

"Democracy is a pattern of living which great nations and very many millions of men have found worthwhile. It has been hard won and sometimes easily lost

"If I may venture my own definition of Democracy it is this: the ability of a people, provided they shall have free access to truth, to choose by instinct and understanding, by trial and error, that way of life which, with fairness to minorities, gives to the greatest number those things which they want."

*Excerpt from address of William S. Paley, President, Columbia Broadcasting System, at the Second National Conference on Educational Broadcasting, Chicago, Illinois, November 29, 1937.



A HOME LIFE ACTIVITY DEMONSTRATION IN DOUGLASS COUNTY SCHOOL, FAYETTE COUNTY, KENTUCKY.

An Activity Project on Home Life

ETHEL BAKER PEYTON AND IONE LEWIS

Our study of the home is indeed nothing new. It seems that every magazine to which we have turned this school year has had detailed information regarding a similar activity. But we haven't found accounts of work done in schools where little or no materials are furnished nor where conditions are such as we have in this situation.

This particular school is decidedly unusual in that it is just one block from the city line. Consequently we have a mixture of

rural and urban influences. However, we have no reluctance in writing this article as we believe our organization here is unparalleled.

In order that the reader might appreciate the peculiarities of the situation, we shall briefly state the set-up:

Our first and second grades occupy the same room at different hours. In the morning the first grade arrives—some on the bus, some from homes just across the

street from the city line. With them is a group of second graders who must ride the bus. They have the privilege of working with the first grade. At noon the morning teacher leaves for the more distant rural schools where she then assumes the role of Jeanes Supervisor. Simultaneously the second grade teacher arrives from a private kindergarten where she has served during the morning hours and immediately takes the part of second grade teacher. With her are the first grade children who ride the bus and consequently are obliged to spend the afternoon.

To see this in print one might think that we are laboring under extremely adverse conditions. We wish to state here that this heterogeneous grouping has worked out advantageously for the fifty-eight first and second graders and the two combination teachers.

Homelife Project

After numerous conferences we decided an activity on homelife would be interesting to both groups and the study has been developed according to the following procedure:

Our manual training teacher and several boys from his department built three rooms for us, the walls being built from beaver board (which had once been used for stage scenery and recently discarded). All the while we had been talking about the family and family responsibilities; singing songs and creating verses about the home. When the rooms were completed the children were asked if

they would like to furnish these rooms. Of course every one was bubbling over with anxiety.

The Rooms

1. The children decided to have a kitchen, bedroom and living room.
2. The first grade chose the furnishing of the kitchen.
3. The second grade made themselves responsible for the furnishing of the remaining two rooms.

Organization

1. We listed things we would need and a reading chart was made of it.
2. Charts were made of things we could make and things we would have to buy.
3. Committees were formed which made themselves responsible for the making of specific things. Records were made of these.

Activities

1. Wallpaper was made and hung.
2. Pictures for the walls were made.
3. Furniture was made and painted for each room.
4. Two types of curtains were made.
5. The girls made aprons.
6. The girls also made napkins and tablecloths with original designs.
7. Some of the children made home scrapbooks.
8. Posters of various pieces of furniture were made and labeled.

9. A telephone directory was made using the pupils names in alphabetical arrangement with original phone numbers.
10. Waste paper baskets were made of oatmeal boxes.

Material

1. A large department store gave us scraps of linoleum.
2. Our superintendent gave us a set of tools and was kind enough to have an electric plug put in our living room.
3. The principal became interested and made donations of materials.
4. Many parents visited our room. After explaining what we were doing they realized there were many things need-

ed. As a result donations of articles were received daily.

5. The children brought boxes, rags, nails, dishes and numerous other things from home.

We will not go into detail as to how the subject matter functioned. Nevertheless, the unit has offered rich and varied material for a semester in all of the tool subjects and we see no immediate culmination to the study.

A demonstration of this activity was conducted for fifty or more teachers and principals over this part of the State and we think that many left with a clearer idea as to how an activity might be conducted with various grade levels.

Some Reactions to Negro Newspapers of National Circulation

ANGELINE DAVIS BAILEY

In order to ascertain from a wide area of interested persons their opinions pro and con, relative to the merits of the Negro newspapers of national circulation, questionnaires were sent to persons in various walks of life, and to persons of both races in thirty-one states and the District of Columbia.

The questions and a summary of the answers are listed below.

I. What, in your opinion, should be the purpose of the Negro Newspaper?

In answer to this question, the following replies were submitted: (1) To inform other races of the progress of the Negro; (2) to aid

Negroes in keeping up with current events; (3) to set forth the present status of the Negro along all lines, without stating whether this information should be primarily for other races or for Negroes; (4) to present items of in-

terest to Negroes overlooked by white papers; (5) to stimulate racial pride and racial consciousness; (6) to give its readers the best of news generally and without bias; (7) to mould public opinion constructively, and to champion justice for the Negro; (8) to offer more employment to Negroes; (9) to report stories of Negro life, and to emphasize the successes of individual Negroes; (10) to help Negroes advertise their goods; (11) to stimulate Negroes to write more; (12) to make money.

II. Which Negro newspaper do you consider of most value?

The Pittsburgh Courier came first; *The Chicago Defender* and the *Norfolk Journal and Guide*, tied for second place; *The Kansas City Call* came third; *The Afro-American* and the *St. Louis Argus* tied for fourth place; *The Atlanta Daily World*, *The New York Age*, *The Amsterdam News* received the same number of votes; *The California Eagle*, and the *Black Dispatch* tied for sixth place.

III. Name several standards upon which you base your answer for determining the value of the newspaper selected.

Some persons based their answers upon the fact that the paper chosen had (1) a balanced distribution of news without over emphasis on meaningless sensational things; (2) good editorials; (3) a greater volume of constructive feature stories; (4) wide scope of data regarding Negroes; (5) a high

degree of accuracy and completeness, and the fearless attitude of the editors; (6) feature stories, sport columns, and make-up unexcelled; (7) society columns and clearness in presentation unique; (8) a greater circulation, hence it keeps friends far and near in touch with each other.

IV. What suggestions would you offer to improve the calibre of the Negro newspaper?

(1) Less stress should be put on the social life and more stress should be placed on praiseworthy doings.

(2) There should be a closer association with the national associated press agencies.

(3) There should be an increased number of reporters stationed in various areas.

(4) If imitation of metropolitan papers is inevitable, include more of the better features and less of the tabloid characteristics.

(5) The editors should be more careful to censor their stories for truth, authority, and for literary value.

(6) Most Negro newspapers should cease to play up scandal to such a great degree, and do away with screaming red-letter headlines. Negro newspapers should include more news relative to race victories and achievements.

(7) There should be more informative news and less gossip, with less emphasis on jazz.

(8) Greater stress should be given to Negro enterprises and Negro colleges.

(9) The editors should be more eager to print news on the basis of the merit of the news rather than because of the institution, person, or organization which it represents. There is a strong tendency for Negro papers to cater to people from big cities, people who have already become famous, and to publish news and print pictures of only people who pay them large sums.

(10) There is a need for more courage on the part of the editors to write the truth.

(11) There should be more promptness in gathering and printing current news and getting the paper delivered before the news is old.

(12) The Negro newspaper editors should be more broadminded toward the white race—we exhibit entirely too much prejudice ourselves.

V. What aspects of the Negro newspaper seem praiseworthy?

(1) The publicity which is given the race in drama, art, sports, music, the theater, the screen.

(2) The beautiful design or make-up, the arrangement, the marked improvement in photography.

(3) A wider interest in news pertaining to the cultural and economic side of the Negro's life.

(4) A tendency to show both sides of the question.

(5) Without the Negro press, the Negro world would have no way of disseminating vital news about the race. The present Ne-

gro life in pictures and stories would never be brought before the eyes of our youth.

(6) The Negro newspaper establishments provide more employment for Negroes.

(7) The household hints—hints about the farm and gardening, the forum, the open letter column, the book reviews, short stories, and serials.

VI. Space was given for Other Remarks, which the persons answering the questionnaires might wish to make, some of the comments are listed below:

Some individuals felt that there should be fewer newspapers and more concentrated effort placed upon these, so that they might be bigger and better in every respect. Other persons felt that while the Negro newspaper needs much improvement it is indispensable to the American Negro. Many persons were of the opinion that Negro newspapers should give more space to persons who are in the non-professional class (farmers, masons, mechanics, housewives, etc.) for, they too, are making a great contribution to the progress of the race.

This comment comes from the University of Utah: "People all over America buy Negro papers—why print pictures and news only about people in the east. Persons soon lose interest in the paper if it does not carry some news concerning people in other sections."

From Minnesota we have this comment: "Negro newspapers

should stop making an eternal cry of injustice. If they would use that time, space and energy toward educative, yet simple and practical articles, these in themselves would do more to irradiate injustices."

Observations and Criticisms

In a few instances, persons living in different sections tended to name their local papers first in importance, but this was not true in the majority of cases.

Some Negro newspapers give this answer, when asked why they cater to screaming red-letter headlines of scandal: We have to give the public what it wants. It is not true in general that the public craves such sordid stuff, because in many instances the public doesn't know what it wants. For instance, some of the questionnaires were distributed among persons who did not have college education, and in most cases they admitted that they did not read Negro newspapers enough to evaluate them. Many of them do not have sufficient funds with which to purchase more than one paper, and that paper is usually the local white paper. Some who do take a Negro paper find that they can afford to buy but one, and therefore, their knowledge is somewhat limited when it comes to passing on the merits of various papers.

The Negro press has blamed the public for not supporting the papers more fully by sending in

news, and purchasing more papers. Many times interesting news is sent in on time and is never published. Yet from some localities you can always read that Mrs. Jones went to a party and wore a bottle green coat and du-bonnet accessories. This news is all right, but it should not occupy most of the pages of the various newspapers. On the other hand, here is a young man, who was the only one out of a class of 44 full time students to earn his M.A. degree from a graduate school the first year of its existence. At the University of Chicago, this same young man was rated as one of the best students in the department of business; he was the only Negro singing in the University choir and was paid a salary as a soloist. Along with the vice president of the University he was one of the three leading characters in the Christmas pageant; but this young man was not even given a line in any of the Negro papers. What this young man has done would certainly do more to inspire our youth today than what Mrs. Jones wore to the party. Just think how much more this young man did to break down racial barriers, and to prove to the world that all the Negro needs is a chance.

It is the duty of the Negro press to bring the reading public up to a higher level and not get down in the gutter simply because a few Negroes might crave sordid and screaming headlines.



My Philosophy of Education

P. DENSON JACKSON

I SHOULD like to see the elementary schools of a great Nation do these things for boys and girls:

Teach them the necessity of healthy bodies, the only safe abode of sound minds. Have them to accept straight thinking as the only logical approach to the solution of their problems. Have them face facts as they are, not as they should like for them to be, and it should be made clear to them that they must not warp or contort them to their own advantage. Instruct them to pursue a course of thinking to the most logical conclusion possible to them. Teach them that to side step any line of reasoning because it runs afoul of their preconceived convictions is cowardly—cowardly to evade or omit the truth that threatens their own ends.

The elementary schools must accept the responsibility of opening the eyes of its boys and girls to beauty. Lead them to “see” a thought well turned, a beautiful painting; to feel exquisite harmonies and to appreciate the wonders of nature. Have them see that it is not weak to be moved by these things. Leave them their power to thrill and encourage them to prize spiritual values.

Teach them that the rights and abilities of others are to be considered and respected. These boys and girls must not be made to feel that they are inevitably superior nor irrevocably inferior. They must be taught to measure superiority in terms of merit, service, and achievement. Make them realize that great strength is ever gentle in its expression; that weakness is its challenge for protection not an invitation to trample.

The elementary schools should make accessible to its boys and girls all that history has to offer of man’s strivings and the outcome of these efforts that they may use them as guides in formulating their own lines of action. Instruct boys and girls to find out things for themselves, not to be content with having been told; to question the opinion or reactions of any one. Teach them that there are sources of information, direct them to where they may be found—develop in them a desire for and an appreciation of these sources. Teach them to evaluate by their own developed powers the worthwhileness of the materials found, of eliminating that which is useless to the purpose, of using effectively that which they need. Guide, but do not coerce them in the search to find those tasks which will give them the greatest happiness in the execution. When they have discovered the things which they like best to do, set them in the way of learning to do them well. Let them not be deprived of the

joy that comes with having done well. They must not become the unhappy souls—artisans bereft of their art.

Through each of these endeavors encourage them, but caution them lest in the pursuit of personal ends the aims of others be thwarted. Teach them that the happiness which takes as its toll the sacrifice of a brother is too dearly bought. The children of the elementary schools must be helped to understand the distinction between right and wrong, and to grow in capacity for making choices as to conduct in their first great democracy the elementary schools.

To the elementary schools parents send these children while they are young, fresh, and plastic, that they may be started on the ways of thinking, feeling, learning and doing. With these challenges met, I should feel that the elementary schools, the basis of our educational system have fulfilled gloriously the mission of guiding pupils in exploring their social heritage in order that they may go on living to the fullest, the life which nature through parents has given them.

The Need of Vocational Guidance in Schools and Colleges

EDWARD JONES

One author has said that vocational guidance is the first step in vocational education. It was first restricted to assisting young people between the ages of fourteen and sixteen years, and during the self-assertive and restless period of adolescence. But for society today it must include youth at all school levels. This, of course, requires persons trained especially for vocational guidance work.

To guide an individual successfully along the many and varied avenues of life requires considerable study. Man and his environment must be thoroughly understood, and considered as a working basis in order to effect a progressive society.

The meaning and purpose of vocational education have not generally been understood by many school officials, administrators, or teachers to say nothing of the public at large. A few heads of schools and colleges have just begun to realize the importance and need of vocational education and guidance.

Let us define vocational guidance as assistance to an individual in finding that one thing he is able to do best and from which he expects to secure his living. Guidance must assist the individual in planning his course of action and prepare him for the work he expects to do later. This planning must be the same as that of a cap-

tain of a ship who must plan his course before sailing in order to prevent the loss of time and fuel. Guidance must also help the individual select and enter upon his employment, and to make progress in it.



CLASS IN HOUSE PAINTING AT
FLORIDA A & M COLLEGE.

When we see idle workers in large numbers and also children, who should be in school, drifting and not desiring further schooling, the cause is usually attributed to the school. Vocational guidance will aid in the elimination of much of this aimless drifting. Schools must assume larger responsibilities for the progressive evolution of society than heretofore. In discharging this responsibility, guidance programs will play a large part. Changes in the American family life presents many problems and demands a satisfactory solution. Can vocational guidance assist here?

Vocational guidance is urgently needed in our schools and colleges

to meet the individual differences of pupils. Since children have vocational aptitudes that can, in some measure, be discovered, we may expect some assistance from vocational guidance here.

The individual, in order to be successful and happy in his work, should be able to do the things that he wants to do, and, other things being equal, his success and happiness will be in direct proportion to the relationship between his vocation and his desires.

One of the major problems requiring vocational guidance in our secondary schools is the vast increase in the number of pupils enrolled during the past thirty years. In 1890 there were only 3.8 per cent of all the children of school age in secondary schools, but by 1920, the percentage had increased to 20. What to do with all of these children, coming as they do from various types and kinds of homes, possessing individual differences and abilities, is a problem which vocational guidance is helping to solve.



CLASS IN WALL PAPERING AT
FLORIDA A & M COLLEGE.

While the home and the church still have a responsibility to youth, because of the complexity of occupations, they are not prepared to function scientifically. The school, having access to all the tools and techniques of guidance, is chiefly

responsible for the guidance and preparation of youth. In order, however, for the school to perform its function, it must clearly see its goals, revise its program, and attack the job of understanding and helping each individual child toward a more satisfactory life.

National Negro Health Week and the Public Health Service

ROSCOE C. BROWN

In order to orient the proposed year-round program for the National Negro Health Week, it is well to consider briefly the genesis and progress of the movement.

Its Origin

Prior to the year 1915, the Negro Organization Society of Virginia had demonstrated the value of a popular periodic campaign for a general cleaning up of homes, lots, fields, and the community-at-large in all parts of the State. The cooperation of the State Board of Health and the local health departments, and of voluntary agencies in the several communities effected an intensive observance of the clean-up week with wholesome and gratifying results.

Dr. Booker T. Washington sensed the possibilities of such a health movement for the race as a whole and, in the year 1915, at Tuskegee Institute, issued a proclamation for a National Health Improvement Week, which later became the Na-

tional Negro Health Week. The proclamation follows:

"At the last session of the Annual Tuskegee Negro Conference, some startling facts were brought out concerning the health of the colored people of the United States. It was shown that 45 per cent of all deaths among Negroes are preventable; that there as 450,000 Negroes seriously ill all the time; that the annual cost of this illness is \$75,000,000; that sickness and death cost Negroes annually \$100,000,000. Because of these facts, I have thought it advisable to ask the Negro people of the whole country to join in a movement which shall be known as 'Health Improvement Week,' April 11 to April 17, inclusive, 1915.

"It is now proposed to ask the following organizations to cooperate in a movement looking to widespread efforts throughout the country to improve health conditions among our people. (The National

and State organizations listed were representative of all phases of Negro life—medical, nursing, educational, religious, business, fraternal, civic, and rural.)

By mean of these organizations and agencies, all the colored people can be reached and influenced. They can be taught what to do to aid in improving their health conditions. Thus, the amount of sickness among us can be lessened and the number of deaths annually greatly decreased."

Its Progress

From special emphasis on clean-up activities as the major objective of the Health Week and the dissemination of health information by lectures, sermons, and literature, the movement naturally and logically assumed other phases of health conservation, such as clinics for treatment, inoculation, and periodic health examinations, practical demonstration of keeping fit, methods, pageants, athletic contests, et cetera.

On March 2, 1921, Dr. Robert R. Moton, successor to Dr. Washington as principal of Tuskegee Institute, addressed a letter to Surgeon General H. S. Cumming, requesting the cooperation of the United States Public Health Service in promoting the National Negro Health Week and in carrying out a year-round program for the improvement of the health of the colored population.

Beginning with the year 1921, the Public Health Service has published each year a Health Week bulletin, and since the year 1927 and 1934, respectively, a Health

Week poster and an illustrated school leaflet with the national Health Week Poster Contest rules. Also, an official radio broadcast and a health sermon are made available for educational extension of the Health Week program. Field service in a number of states and communities is provided by the Public Health Service through cooperation with official health departments and various agencies that foster the Health Week program.

As the Health Week grew in extent and in demands upon Tuskegee Institute and in the very evident need of continuous rather than interrupted activities for the maintenance and promotion of an effective program, ways and means were considered, which at a Health Week Conference in Washington, D. C., March 19, 1929, resulted in a resolution to the effect that the Health Week should be established on a year-round basis and that support be secured from interested sources.

At the Annual Health Week Conference, October 29, 1930, in Washington, D. C., definite action was taken and an executive committee appointed to prepare program, budget, and plan of procedure. The executive committee was composed of a representative of Tuskegee Institute, Howard University, the National Medical Association, the National Negro Insurance Association, and the United States Public Health Service.

Its Program

In order that a comprehensive agenda might be available for the

program meeting of the Executive Committee of the proposed National Negro Health Movement at the Howard University School of Medicine, March 17, 1931, a tentative program of objectives was prepared from data of conferences, releases, and actions appertaining to the Health Week movement. These are hereinafter set forth:

1. Consultation with State and city health officers with the view of learning something of the public health problems relating to the colored population as presented by the several States.

2. Contact with State and local Negro organizations for the purpose of securing their interest in furthering movements for the protection and promotion of the health of the Negro.

3. Stimulation of the employment of Negro public health nurses by State and local health departments.

4. Consistent efforts to elevate the standards of Negro nurse-training and to induce persons with good educational background to fit themselves for public health work.

5. Special efforts to emphasize health work in Negro schools.

6. Maintenance of a list of qualified speakers competent to give talks on public health subjects.

7. Analysis of the 1930 census to determine the distribution of colored persons in the United States, together with such information relating to the health of these persons as may be available.

8. The development of a de-

pository of health information relating to the colored population.

9. Establishment in the central office of the National Negro Health Movement of a list of qualified Negro health workers for the information of State and local health authorities or others who desire to secure the services of such persons.

10. Continuance of the first week in April as the period during which emphasis shall be placed on the general health status and programs of health conservation for the colored population.

These general topics were discussed in detail to determine the relative importance of each and to consider priority and procedure in promotion of the various objectives.

Conclusion: The National Negro Health Week is "rallying time" for the lay people of several States and a very large number of communities to cooperate in extensive and intensive campaigns for community cleanliness and attention to the health of the individual and the family.

The Health Week publications issued by the United States Public Health Service should be continued, but there should be another publication, preferably a quarterly bulletin which would keep interest sustained and information current in the long interval of Health Week observances.

Howard University offered headquarters for the year-round movement and designated the Departments of Bacteriology, Preventive Medicine and Public Health of the

School of Medicine as the specific sources of cooperation.

Organizational Sponsorship

National Negro Health Movement was chosen for the title of the year-round organization to be conducted under the auspices of the Annual Tuskegee Negro Conference, the National Negro Business League, the National Medical Association, and the National Negro Insurance Association in cooperation with the U. S. Public Health Service, State, County and City Departments of Health, and various voluntary health and civic agencies. The Julius Rosenwald Fund included the National Negro Health Movement in its budget for health service during the period of promotion and establishment of the organization. Tuskegee Institute, Howard University, and the National Medical Association also made contributions for specific purposes.

When it became apparent that the support of the National Negro Health Movement, which was rapidly expanding in scope of program and in the number of par-

ticipating states, counties, and cities, North and South, where a large proportion of the population is colored, could not continuously be provided for with the limited means and facilities of the sponsoring agencies, a Conference of representatives of these agencies and the U. S. Public Health Service resulted in a request for the Public Health Service to assume the responsibility for housing the organization and supplying the essential needs of the program of health education.

Government Sponsorship

Since July 1, 1932, the Public Health Service has provided quarters and operating facilities for Negro health work and since July, 1934, a director with the title of Health Education Specialist. The office personnel includes also a clerical and stenographic assistant.

Among the publications of this office are the annual National Negro Health Week educational materials and the *National Negro Health News*, a quarterly bulletin of information on various phases of the health of the Negro and related activities.

*'Tis education forms the common mind:
Just as the twig is bent the tree's inclined.—Pope*

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

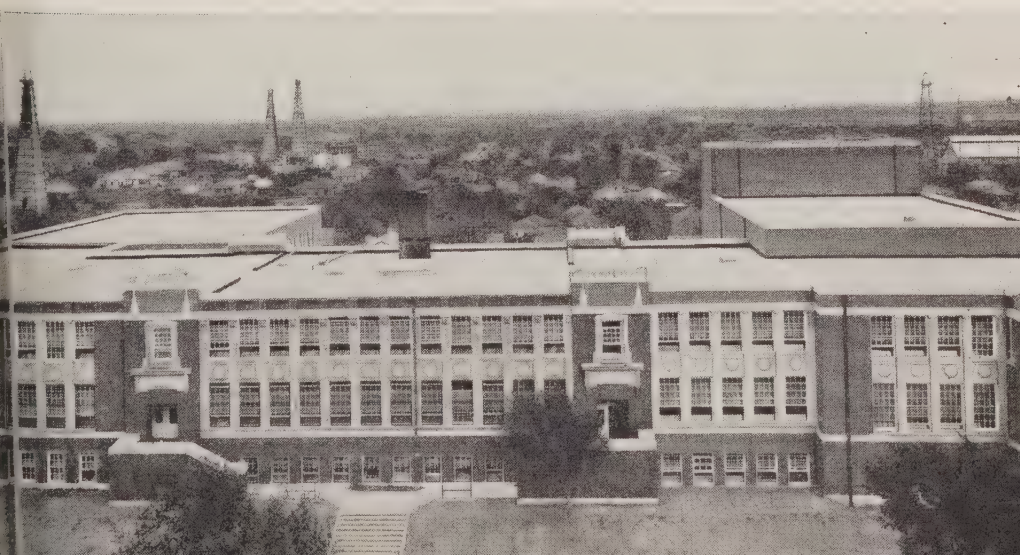
Douglass High School

The new Douglass High School is the result of long and persistent agitation on the part of the Negro citizens of Oklahoma City, Oklahoma. From their efforts the Board of Education and the Superintendent not only became interested in constructing a new building, but, after being convinced of the need, they also had a desire to reconstruct the educational program. To that end they secured the assistance of the United States Office of Education. Through this agency the initial steps were taken for the revision of the curriculum. Certain studies were made, a series of institutes were held with the faculty, and conference were held with citizens of the community. Mr. A. O. Rogers was appointed to assist in the curriculum revision and later became principal of the school, succeeding the late Dr. Inman Page. Mr. C. K. Reiff is the city superintendent of schools. Such progress has been made that the school officials are hopeful that the school will be accredited soon by the North Central Association.

The entire school plant cost well over \$300,000, and contains, in addition to the regular classrooms and offices, an auditorium, library, gymnasium, model apartment, laboratory of cosmetology, and other facilities for teaching the household arts, shops for the industrial arts, a commercial department, and a large play space.



A SIDE VIEW OF DOUGLASS HIGH SCHOOL, OKLAHOMA CITY, OKLAHOMA



The Significance of Emotion to Education

PART III. PERSONALITY NEEDS

FANNIE W. HOWARD

(EDITOR'S NOTE—*In parts one and two, which have appeared in previous issues of this magazine, Mrs. Howard discussed personality problems and emotion. The following discussion ends this interesting series of articles.*)

"Personality is the interaction of the organism and the environment in an attempt to satisfy the needs." There must be materials to maintain the organism and conditions under which the organism exists during maintenance. These materials necessary for maintenance and the conditions desired for existence are what we call the "personality needs." There are three basic personality needs: the biological needs, the needs for bodily functioning; the social needs, the needs for status or standing; the ego needs, the needs for maintaining personal significance and self esteem.

Biological Needs

A great deal of behavior is the result of the attempt to satisfy the biological needs for the maintenance of metabolism and other biochemical processes. The body should operate in regular rhythm between activity and rest. Surprising types of behavior may result when these needs are not satisfied. Lack of sleep and conscious relaxation play a very important role in the nervous and neurotic temperaments. As one develops and grows older, procreative behavior, another

function of the biological needs, may result in behavior patterns that will cause success or failure in vocational life.

Social Needs

Social needs grow out of the fact that life must be lived in contact with the people with whom we work out biological needs. The need for security, the feeling of belonging to a group, being well thought of, being valued, begins in the home groups. It goes on to the play ground, and widens, as the individual matures, into other spheres. Some one has said that "without this sense of belonging, the security of the individual is greatly menaced and his valuation of himself suffers to the point of involving him in very serious and continuing unpleasant emotions."

Do teachers take advantage of this personality need by using it for motivation? Do students see education as a successful means by which to strive to expand their "sense of belonging" into larger significant spheres? Here is a herculean task for the teacher. Consciously and unconsciously the masses of Negro children have been

conditioned by experiences in the home and community that have frustrated their sense of belonging. This state must be overcome by setting the stage for the normal, healthy development of the individual. Teachers must restrain attitudes, and in setting the situations, be sure that they are satisfying the personality need which will develop new attitudes and give rise to socially acceptable emotional behavior.

Personal Needs

The "Ego" needs grow out of the mental life of the individual. These, among the greatest needs of an individual, enable him to co-ordinate and unify all desires and concepts into a consistent behavior. Ego needs have a wide implication for education. There is the need to come in contact with reality. Dare the statement be made that the satisfying of this need has been denied many who are at present engaged in the teaching profession? A restricted, partial, biased meeting of this need renders an individual inadequate effectively to meet all the problems of life. Pupils should be taught the real nature of the social forces, social institutions and social processes surrounding them. They must also come in contact with authority in its many different forms. Dr. Prescott says that pupils, in order properly to develop, "must run the gamut of affective experience except that produced by profound, disorganizing emotion or which is accompanied by physical deterioration." He continues, "Children

need contact with reality so that they may grow in knowledge, understanding and wisdom." Are children being given these contacts; or, as a certain teacher often asks when discussing what Negro teachers should teach their children, "Are we in substance continuing to teach the Santa Claus Story?" This is a good thing for teachers of all children, and especially teachers of the minority groups, to ask themselves. Negroes certainly have had myths and half truths about life given them long enough.

Self direction, that privilege and responsibility of an individual for the initiating and the regulating of one's own behavior, is also an important ego need. Teachers should aid parents in so training children that they become capable of making their own decisions before the adolescent period ends. The "Super-ego" as psychiatrists call it, is the integration of the individual or the accumulation, the cohesion of experience, into the whole personality. Teachers may aid in this integration by so arranging circumstances that the experiences gained will lead to generalizations. Attitudes, "the core of meaning to life," and about which life is integrated, are dependent upon the ethical, cultural and social values that are believed by the individual to be the means of obtaining optimum conditions under which to live.

Kinds of Motivation

The wrong kind of motivation of teachers can easily boost the desires and ambitions of the pupils

above their ability. Parents, striving for social status often push their children into the wrong schools or courses in schools. The resultant emotional tension may work havoc with such individuals and cause various types of unhealthy behavior. There is also the risk of producing a permanent unadjusted, unhappy misfit. Individual work must be done with such people as early as possible with a view to aiding them in seeing for themselves that their goals need to be modified. The necessity for this could be avoided to some extent if pupils were taught early to face reality.

A Challenge

There are other personality needs that are denied or frustrated by conditions that give rise to tension over which teachers have no control. What are we as Negro teachers doing about them? What should we teach? Is it necessary for us to be concerned about personality needs? Let us take the case of John Doe. "John is restless, inattentive, and does poor work. The teachers know that he has an excellent mind—he just won't use it." Personal interviews and visits

to his home reveal the following facts. John's father who is an excellent plumber can not get regular work because of the union. He is forced to work at odd jobs that often pay less than a living wage. At times he should have appealed to some charitable organization, but pride would not let him. The family was forced to move frequently to different sections of the town, sometimes living in places not as sanitary as the family might desire." When these facts and others have been disclosed the teachers know that John is discouraged and unless he is dealt with wisely he may become cynical or ruthless. Out of the restlessness that has been shown in class a devil-may-care attitude can grow. Frequent moving into various sections of a city or to different cities and towns inhibits in children the development of the sense of "belonging." What are we to teach the thousands who come to us from such homes? What should we teach them? If we are to survive, Negro teachers must get together and seriously consider and discuss how better to meet the personality needs of Negro children.

A REMINDER

In the January issue of the *Outlook* we suggested that the period from January 1, 1938, to April 9, 1940, be considered as the **DIAMOND JUBILEE OF NEGRO FREEDOM**. We have been gratified to note the extent to which this slogan is being used by organizations and periodicals. We hope that those organizations and institutions that have not yet launched a program will soon find it possible to do so, and will inform us of the details of their activities.

Glimpses of Our Capital

THE UNITED STATES PUBLIC HEALTH SERVICE*

The United States Public Health Service dates almost from the very beginning of our national history. It has its origin in a law enacted by the Federal Congress in 1798, which established the marine hospitals to provide relief and maintenance for sick and disabled American seamen. This was an important step in furthering the development of a great merchant fleet and the expansion of American commerce. Some of these hospitals cared for officers, sailors, and prisoners wounded in naval engagements of the War of 1812.

Origin

For many years the duty of caring for American merchant seamen was the sole function of the Marine Hospital Service, the early name given to the present Public Health Service. That name, suitable at first as an all-inclusive description of the duties of this Federal agency, was used for more than a century, although in the latter part of that period the duties were beginning to expand. Toward the end of the nineteenth century, and subsequently, Congress passed laws greatly extending the scope of the Marine Hospital Service and including functions relating directly to public health. In 1902 the name was changed by law to the

Public Health and Marine Hospital Service, and in 1912, in keeping with the rapidly developing science of public health, Congress again enlarged the duties and changed the name to the present one, the Public Health Service. The Marine Hospital Service was at first supported by a small monthly tax on American seamen, collected by the Customs Service of the Treasury Department, and in this manner it came under the jurisdiction of that department, where the Public Health Service has remained to the present time.

In 1933 the present white marble structure, housing the U. S. Public Health Service, was completed. Located near the Western end of Constitution Avenue, this U-shaped building of neoclassic architecture is approached by a wide walk which leads up a few steps to the aluminum doors of the entrance. It is four stories in height and contains the offices of the Service, an auditorium, an exhibition room, and a library of books and other materials relating to public health.

Functions

It should be a matter of interest to every citizen of the United States to know just what the Public Health Service does in protecting the health of our people. From

*See front cover.

numerous letters received, many persons have an erroneous conception of its work, thinking that it treats and prescribes for individuals. It does not do this; such treatment is left to the family physician. Nor does it prescribe sanitary regulations for the States; that duty remains under the jurisdiction of the States themselves. The Public Health Service protects the health of the people by studying human diseases and learning what causes them and how they may be prevented, by keeping dangerous communicable diseases from being imported from foreign countries and from being carried from one State to another, and by cooperating with the States in health matters. The following is a very brief general outline of the activities of the Public Health Service in fulfilling its important duties and responsibilities in protecting the health of the American people.

1. Control of maritime quarantine, examination of immigrants, and inspection of passengers and crews of vessels and airplanes arriving from foreign ports, to protect the country from the importation of dangerous communicable diseases.

2. Control of interstate quarantine and health matters involved in interstate traffic, to prevent the spread of communicable diseases between the States.

3. Study of the cause and means of propagation and spread of disease of mankind, and the development of methods of prevention and control. In this work the

Public Health Service maintains several research laboratories, the most important of which is the widely known National Institute of Health in Washington, D. C.

4. Supervisory control and licensing of the manufacture of biological and analogous products used in the prevention and treatment of diseases, to insure safe and standard products. These include the various vaccines, serums, antitoxins, arsenicals, and similar preparations.

5. Study of mental diseases and drug addiction and the investigation of legitimate needs for narcotic drugs.

6. Cooperation with State and local health departments, upon request, in all matters pertaining to public health.

7. Collection and publication of reports of disease prevalence in the United States and foreign countries, and compilation and publication of State laws and regulations and of court decisions relating to public health.

8. The dissemination of public health information.

In addition to these strictly public health functions, the Public Health Service still operates the Marine Hospitals for the medical care and treatment of American merchant seamen and other legal beneficiaries, conducts two narcotic farms for the confinement and treatment of Federal prisoners addicted to the use of habit-forming narcotic drugs, and provides medical services in Federal prisons.

Administration

The affairs of the Public Health

Service are administered by the Surgeon General and assistant surgeons general in charge of administrative divisions located in the administration building in Washington, D. C. On July 1, 1935, the personnel consisted of a total of 6,342 persons. These include physicians, dentists, pharmacists, sanitary engineers, nurses, dietitians, laboratory technicians, and other employees—a small army of trained personnel whose work is protecting the health and lives of the people of the United States. The career officers of the Public Health Service are commissioned by the President, and they con-

stitute a mobile sanitary corps whose members are available for service anywhere in the United States or foreign countries. Such a mobile corps is indispensable for the control of epidemics, quarantine duty, and the prosecution of investigative studies. In time of war, the Public Health Service may become a part of the military forces of the Government.

(EDITOR'S NOTE—*The material for this article was taken from a Public Health Service release. For an account of the relation between the Public Health Service and National Negro Health Week, please read the article contributed by Dr. Roscoe C. Brown in this issue.*)

Field Notes From Jeanes Teachers

In recognition of the excellent service rendered to the education of Negroes by the 474 Jeanes Teachers in 505 counties in the South and the Virgin Islands, we are devoting this section of the magazine to accounts of their activities, in order that all of our readers may become better acquainted with their work. We are indebted to Dr. Arthur D. Wright, President; Dr. W. T. B. Williams, Field Agent; and Miss Shellie T. Northcutt, Special Jeanes Teacher; of the Southern Education Foundation; and to the Jeanes Teachers in the field, for their cooperation with us in this effort.

Caswell County, N. C. (Mrs. T. C. Beam)

The schools of Caswell County have on a campaign to put a Rosenwald Library in every school in the county. At present we have seven libraries. Teachers and former students of the Teachers College at Winston-Salem, who are teaching in this county, have pledged to raise \$50 each year for a scholarship to be given to the

highest ranking graduate of the high school in this county.

Randolph County, Ga. (Mrs. Mayme R. Brown)

We are trying to improve our classroom teaching through our teacher study groups. We have three groups; primary, 4th and 5th grades, and 6th and 7th grades, which meet twice a month at which time we make seat work, hand work, and lesson plans. The hand

work is made from native materials—pine needles, shucks, white oak, inner tubes, and burlap. A great deal of emphasis is being put on developing health habits. In a four-teacher school in the county, we have a health inspection every morning. On a visit to this school, I found that a mother of 7 children had taken them from this school and sent them to a one-teacher school. In a conversation with this mother, she indicated that the teachers spent more time looking under her children's finger nails, seeing if their hair was combed and their clothes clean, than they did teaching them. When told that the State was interested in how her children looked, she again sent them back to their first school and they are now among the tidy group of students.

Union Parish, La.

(Miss Odessa W. Wilson)

This Parish has 38 schools, 66 teachers, and a total enrollment in January of 2,103 pupils. After much hard work, we managed to get a circulating library in all the schools. Some of the children are so anxious to read the books that they can hardly wait until the time comes to exchange them. Some have sent notes to the librarian which show how much they are enjoying the books. The P. T. A.'s are working on beautification projects and planting gardens to get started on the canning projects.

Darlington County, S. C.

(Miss Henrietta E. Gregg)

We have tried to give our teachers some definite help through the

County Institute, the regular monthly meetings and the afternoon study groups. Many have improved in their knowledge of subject matter and methods. Through health and industrial activities, many rural homes are being reached. We are also encouraging the beautification of our school plants.

Taliaferro County, Ga.

(Miss Mildred A. Turner)

When I came to this county 4 years ago, there were no Negro high school pupils and only one teacher with a college education. Today, we have 65 pupils in the high school, ten teachers with four years of college and eleven with two years of normal education, out of the 35 teachers in the county. We are holding our first high school graduation exercises this year with 3 graduates. The Springfield Community, made up of farmers who own their own homes and farms, has started a splendid log school and community center. They have contributed over \$3,000 to it, and are doing all of the work themselves.

Lincoln County, Okla.

(Roy English)

Four new and beautiful native stone school buildings have been recently built. Electricity has been installed in two of them. Negro History Week was very fittingly observed throughout the County. On March 25, we observed the memory of Mr. Julius Rosenwald. One of our County projects has been the making of waste paper baskets and magazine racks from

discarded orange crates. All of our schools have been serving hot lunches prepared by the larger girls of each school under the supervision of their teachers. The utensils for cooking and serving them were purchased by the P.T.A. of each community.

Jenkins County, Ga.

(Mrs. Jency H. Reeves)

Our present classroom programs are a follow-up of the study of "Life Related Teaching" through "Teacher Study Groups". In Skull Creek School, where Miss Iola Kimball is teacher, the unit of work comprises a study of birds. All of the fundamentals are being taught around this unit in a most interesting way.

Milam County, Texas

(Mrs. M. E. Anderson)

In our county we make magazine racks, end tables, chairs for small children, feeders for chickens, and toys from wooden boxes. The boxes usually cost from 5 to 10 cents and the paint from 10 to 25

cents a can. From corn shucks we make hot dish mats, door mats, baskets, and cretonne lined shopping bags. Most of these articles are made by braiding the shucks and putting them together with coarse thread.

Smith County, Texas

(George N. Redd)

We have a unique program which promises to set a new pattern of ideals for work of this kind in other counties in the South. By special arrangement, a very close relationship has been formed between the public schools of the county and the Teacher-Training Division of Texas College, located in the county seat. The director of this Division is also the Jeanes Supervisor. During the year progressive educational theories involving the activity program have been translated into actual practice without the usual difficulties faced when the college and public schools attempt to solve educational problems in isolation.

ON THE BACK COVER

The National Conference on Fundamental Problems in the Education of Negroes met in Washington, D. C., May 9 to 12, 1934. Called by the Secretary of the Interior, the Honorable Harold L. Ickes, the Conference was under the general chairmanship of the United States Commissioner of Education, Dr. George F. Zook, and the direction of Dr. Ambrose Caliver, Federal Specialist in the Education of Negroes. Persons registering numbered 1,030, of whom 501 were out-of-town delegates. The purpose of the Conference was to consider the special and peculiar problems involved in the education of Negroes which arise from their economic and social status. The work was performed by fourteen committees over a period of several months.

NOTE: The report of the proceedings of this conference is published in Office of Education Bulletin 1935, No. 6, Washington, Government Printing Office. (10c.)

Senior High and Elementary School Join Hands

MARIE S. CHASE

A group of girls in the graduating class of a neighboring senior high school were eager to form a social club. Correspondence with a columnist of a girls' magazine brought them a booklet outlining the steps to be taken. "Choose a sponsor," they read and pondered. To this end, they decided to consult Mrs. Celestine Fulchon, a former teacher in their old elementary school—the Martha Washington School, Philadelphia, Pennsylvania. Accordingly, a group of eight girls made their request known to Mrs. Fulchon. Her reply was gladly given, "Yes, but what I do for you, will you in turn be willing to do for my girls? I will be your big sister if you will be big sisters to a group of elementary school girls." Their response came as freely, "Yes." A meeting was held with the Principal, Miss Chase, to enlist her interest and support for their plans. As she looked into the faces of these girls, she could see the little girls they were six or more years ago when they had worked and played as pupils of the Martha Washington School.

As a result, there have been launched three clubs, meeting one afternoon a week in the Martha Washington School. A sewing club is now mending clothing for distribution to the needy in the school. Later they will help with

the costumes for the spring musical and perhaps work on individual spring and summer wardrobes. Mrs. Brandon, the sewing teacher, is co-operating in this work. A nature club has set itself the practical task of beautifying one window sill at home. They will plan and make artistic plant containers. Planting gardens in window boxes and small back yard plots will be a later venture. A game club, besides giving practice in the usual games will introduce quiet games that can be played with little brothers and sisters indoors in limited space. Other clubs proposed are hiking and camera clubs. Activities contemplated for the spring months will include roller skating in safe places; splash party at the "Y"; trips in our city, etc.

The groups have been operating just one month, but enthusiasm runs high. The senior high school girls are realizing their objective: a club that is social in the finest sense of the term. The elementary school pupils are getting a dual benefit—pleasure and profit from worth while club activities and, of equal and perhaps greater value, association with a group of older girls who can stimulate them in so many ways.

This club of senior girls is affiliated with the Belmont Com-

munity Council of which Mrs. Fulchon is secretary and Miss Chase is president. The personnel includes Inez Dabney, President, Doris Davies, Vice President, Dorothy Clark, Secretary, Annabelle Mays, Treasurer; Gwendolyn Higgins, Carrie Dicks, Pinky Toombs,

Estelle Jones.

Thus, an elementary and a senior high school join hands in a project of mutual interest and profit. The teacher as club sponsor and the principal, as friend and counsellor, recognize that the field of education is indeed broad, that, of a truth, education is life.



THE SENIOR HIGH SCHOOL GIRLS CLUB OF MARTHA WASHINGTON SCHOOL IN PHILADELPHIA, PA. DIRECTLY IN FRONT IS SEATED THE SPONSOR, MRS CELESTINE FULCHER. FROM LEFT TO RIGHT, SECOND ROW, INEZ DABNEY, PRESIDENT; DORIS DAVIS, VICE-PRESIDENT; BACK ROW, PINKY TOOMBS, GWENDOLYN HIGGINS, CARRIE DICKS, AND DOROTHY CLARK, SECRETARY.

HOW DO YOU FEEL ABOUT IT?

Were you pleased with this issue of our magazine? Were you displeased? We want our readers to make generous comments on the monthly issues of *The National Educational Outlook Among Negroes*. Send us a letter indicating the features you like or dislike, with reasons, and items you would have us stress more. We would also like to have mention of features which you would care to see included in the pages of the magazine. Help us to render a real service to our readers.

Fortune or Fate?

THE STUDENTS' POINT OF VIEW

(EDITOR'S NOTE—*In our February issue we published a letter which Mr. Harry T. Pratt, Principal of Douglass Senior-Junior High School, Baltimore Maryland, sent to the students in his school. We present below excerpts from three of the most interesting replies received by Mr. Pratt from his students.*)

DEAR SIR:

Your letter of January fourteenth created a strong impression in my mind and brought to light some of the things that I have been thinking of for a long time. This, my last year in Douglass High School, has taught me a great deal about the things of which you spoke. It has established in me a stronger feeling of self-reliance and responsibility. Previous to my senior year, I had not known what it meant to work out an entire lesson without the teacher's reviewing each topic with me before giving an examination. Such was the condition this year because classes 12A¹ and 12B¹ were combined. Miss Redden, our history teacher, explained the situation to us, telling us that most of our work would have to be individually done due to the fact that only half a period was allotted to each class. I, not being accustomed to this procedure couldn't adapt myself to it, immediately. It has taken me a long time to find out what Miss Redden meant when she said, "My friends, you're not always going to have someone to put everything in your hand and tell you what to do with it and how to do it. *Now* is the time to learn to stand on your *own*

feet." I couldn't understand her *then*. I felt like a step-child because she couldn't spend more time with us. I admit I was being selfish but *then* I had not given the other "selves" around me any consideration. I thought only of myself. I didn't receive the mark that I would like to have had but I obtained something more valuable, something that will live with me forever—the real meaning of self-reliance and I shall always thank Miss Redden for having shown it to me.

Some people seem to think that one goes to school for the sole purpose of learning the "three R's," but I have discovered that other things, things about life, are also taught. One is taught those things which are so essential for him to succeed. One of these potentials is will-power. A student who has to be at school at nine o'clock knows that he should be up before eight, but he doesn't get up. What does *he* lack? Surely it is not the *knowledge* that he ought to get up. It is will-power, the ability to do what ought to be done, that he lacks.

Others view education as just a means of getting a job and obtaining the necessities of life. A per-

son who has really made some progress during three years in high school doesn't view his education in this manner. He thinks of it as a means of enabling him to do something for the benefit of mankind, to be a builder, and to think for himself.

Your statement, "As a man thinketh in his heart, so is he," says volumes to me. I may be a great lawyer and the masses look upon me as some one who is working for the good of the people. If I use my profession solely as a means of enriching myself, I am not the philanthropist people think I am. I am what I think I am in my heart, a black, ugly, parasite.

I wish to thank you for your cordial letter for two main reasons: first; it showed me a way to know myself, and, second; it helped me to persuade myself that other things more valuable than high marks are obtained in the school of today.

Respectfully yours,

GRACE MARIAN PARKER,
Class 12A¹.

MY DEAR MR. PRATT:

Your letter has awakened new interest in me. It has caused me to begin to think seriously of life and the world I shall very soon see. I have begun to ask myself this question, "Am I prepared to see the world and to take a worthwhile place in life?"

We are moving in a swiftly moving world. What the world needs most is trained minds. As members of the graduating class we should think seriously of this fact,

"Have I used the four years of high school training in becoming educated, trustworthy, and cultured?" This is the question that the *student* alone can answer.

Each of the five great disciplines you named in your letter has a distinct and a separate meaning in my life. Religion to me means being fair to oneself and to one's fellow man. Philosophy to me means a high standard of morals. Art is the finer things of life. Science is the greatest factor in the development of civilization. Industry is of special interest to me because of my desire to take an *important* part in business.

My attitude shall be that of a *builder*. Benjamin Banneker said, "I want to let the world know that the Negro, regardless of his dark skin, can *think* as other men." I want to further prove this to the world by being a *true* American and a real *thinker*!

"As a man thinketh in his heart, so is he." I firmly agree with this statement. It is possible for a man to fool the public, but if it were possible for one to look into the heart of a man he would then know the real man. I think it is wise and beneficial to always think *clean* and *constructive* thoughts.

Mr. Pratt, I have enjoyed four years of constructive work and play in the Fredrick Douglass High School. I shall always carry before me our slogan:

"TO KNOW MORE AND TO BE BETTER."

Yours truly,

AMANDA MILLS, 12A5.

DEAR MR. PRATT:

The world has changed a great deal in the last thirty years. Means of communication have been greatly improved. Likewise have methods of transportation been greatly improved. Great cities have sprung up from small hamlets. But in general, the people have done little changing in their ways of thinking, especially so of the race question. We are still suppressed, more or less.

Individual efficiency and character are more important today because of the heavy responsibilities to which the reliable person falls heir. This is true because industry demands, above all, character and reliability. In the frontier days physical power or brute strength was the primary requisite.

Social mindedness means to me the realization that our group should be considered a part of society by birthright and not an unwelcome addition that must be tolerated because we are here, but

because we have the fundamental requisites that the other members of society possess. This phenomenon tends to influence the young person or student so as to create in that person's mind an intensive hatred of mankind. Already I have formed opinions of other groups who rate themselves so highly in intelligence and yet are so ignorant where social mindedness is concerned.

Religion has always been the one thing in which I could place my absolute trust. The Ten Commandments have always been my guide and have never failed me yet. The influence of art in my life has been great. I have learned to appreciate fine paintings and fine music.

I am happy to have been able to attend such a fine institution as Douglass High School. My only regret is in leaving it.

Sincerely yours,

LOUISE MASON.

TO ONE WHO DIED IN THE SPRING

THE Earth
Is an empty husk
And I roll within
Like a pea
In a shrunken pod

Would that The Gardener
Had cut the Flower of My Life
With His Sickle when
You were garnered in.

I cannot wait for the Harvest;
The Garden is so lonely!

—THOMAS FORTUNE FLETCHER.

QUESTIONS AND ANSWERS

We solicit questions, preferably, those which seek clarification of problems leading to clearer thinking and which command general professional interest. Fictitious names may be used but we may ignore such questions unless the actual name of the sender is furnished. Address Question and Answer Editor, THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, 1210 Lamont St., N. W., Washington, D. C.

Question: Is there a really meaningful difference between the points of view of those who rely upon mastery of content as preparation for teaching and those who rely upon methods?—A. M. J.

Answer: Yes, the difference is rather fundamental. The points of view are at their worst in the extremes. It does not require much thought to see that both method and content are necessary for effective teaching. We may account for the reliance upon content in part as follows:

(a) There are those who are talented in the art of teaching and succeed, or seem to succeed, by reason of the mastery of subject-matter only. We hardly need recount that often successful pupils in later life bestow undeserved halos upon their former mentors. The mentors do not deny the proffered merit. They like to think themselves possessed of powers undiscerned even by themselves.

(b) Teaching success has in the past been judged in terms of teaching subject-matter. Proper personality direction was considered irrelevant. Add to this the fact that the older teacher taught more selected pupils than the teacher of today and we begin to see the importance of professional education in schools for all the people.

(c) Much of the criticism of methods is quite justified. So-called new movements are too often little more than new words which, so to speak, float above the great body of good practices like vaporings. The essential body of teacher practice has remained fairly stable in spite of verbal innovations. Teachers and educators listen to lectures and read books on recent theories, return to their jobs and continue in substantially the same way.

It seems to me that justified criticism of the past or even current methods is not an argument for throwing overboard all professional education. Such criticism implies rather more and better use of the contributions of psychology and sociology. We need to stop talking about methods of teaching subjects, for in a very important sense there is no such thing. To ask, "What methods shall I use in teaching reading or arithmetic?" reminds one of the question, "How high is up?" It is a matter of relativity. Methods have no meaning apart from the pupils to be taught. The first step in determining the procedures of instruction is that of adequate description of the pupils to be taught. Is it necessary still to say that diagnosis should precede instruction?

The difference, as we see it, then is fundamental. Those who inveigh against professional education are throwing the baby out with the bath. The difficulty lies mostly in the extreme views which often arise because people are satisfied with their prejudices or are unwilling to search discriminatingly for the facts.—H. H. L.

"We have yet to learn the great fundamentals of healthful living—of eating and sleeping and raising a family. Our girls and women must yet learn the fundamental lessons of home-making and domestic arts. The great masses of our people must still earn their livelihood working on the farm, laboring on the docks and in the factories—cooking and serving food, caring for homes and children, cleaning house, running elevators, driving cars, gardening, raising livestock. Let us teach them, then, to do these jobs with efficiency, with skill with modern methods and tools, with organization and with intelligence. Let us teach them to open and run the lunchrooms and cafeterias, the filling stations, the laundries and the grocery stores. Let us who presume to lead teach them how to enrich their lives so as to supplement the routine of their daily work. An understanding of art and music and community life is just as essential, and more so, for the pullman porter and the restaurant chef, as they are for the doctor and lawyer and the teacher. Let us have the whole gamut of educational training and experience, from the kindergarten to the graduate school, but I plead with students and teachers alike, with youth and adult, with those in school and the masses outside—let me plead that we focus our leadership and our training upon the problem of preparing our masses to earn and enjoy a decent, healthful standard of living. I still think that the philosophy of Booker T. Washington, adapted and applied to modern practices and demands, will guide us out of our stumbling and confusion."

*Excerpt from an address by Dr. Mary McLeod Bethune, Director, Division of Negro Affairs, National Youth Administration, at the Negro History Week Celebration at Hampton Institute, February 13, 1938.

EDUCATIONAL NEWS AND EVENTS

Guide Right

The Kappa Alpha Psi Fraternity will hold its annual Guide Right Campaign during the period from April 24-30 inclusive. This fraternity has been conducting this annual campaign for the past 15 years in order to help youth in

becoming more familiar with the various fields of endeavor. Last year, guidance conferences, mass meetings, and contests were held in 74 cities and schools. Many schools have adopted the program for all of their students regardless of race.

Special Meetings

Three special meetings devoted to the interests of Negroes were held in Atlantic City during the recent convention of the American Association of School Administrators. They were:

I. The 8th annual meeting of the National Advisory Committee on the Education of Negroes, at which Superintendent C. B. Glenn, President of the American Association of School Administrators; Dr. Caroline Woodruff, President of the National Education Association; Dr. J. C. Wright, Assistant Commissioner for vocational education, Office of Education; and Dr. Bess Goodykoontz, Assistant Commissioner of Education were the special guest speakers. Dr. Ambrose Caliver, Senior Specialist in the education of Negroes, was in charge of the meeting.

II. A meeting of the Committee on Promotion of Guidance of Negroes in Secondary Schools and Colleges, of the National Vocational Guidance Association. The special feature of this meeting was a report by Professor D. A. Wilkerson, of Howard University, on the progress of a guidance manual for Negroes, which is being formulated by a sub-committee of which he is Chairman. Dr. Ambrose Caliver is Chairman of the general committee.

III. A meeting of the National Education Association Committee on Cooperation with the colored teachers association of which he is Chairman, was conducted by Dr. N. C. Newbold, Director of Negro

education in the State of North Carolina. Special reports were made: one on the organization of courses in race relations in schools and colleges, by Dr. R. B. Eleazer, and another on the progress in securing a more considerate and honest treatment of Negroes in textbooks, by Dr. Ullin Leavell.

National Music Week

The National Music Week Committee has announced that the period from May 1-7 will be observed this year as National Music Week. The slogan will be "Foster Local Music Talent" (information and a pamphlet containing suggested activities will be supplied by C. M. Tremaine, Secretary of the Committee, 30 Rockefeller Plaza, Room 620, New York City).

Regional Conference

Held at Miner Teachers College, in Washington, D. C., on March 19, was a Regional Conference on the Problems of the Vocational and Secondary Schools. The Conference's theme was "Meeting the Needs of the Adolescent Through Guidance." In addition to addresses by Dr. Charles H. Thompson of Howard University, and Dr. Goodwin Watson of Columbia University, many group discussions were held by the teachers and school officials who attended from Washington and nearby communities.

Negro Musicians

About 800 Negro musicians who once were on the relief rolls are now working for the WPA according to a recent release. Most of these are well-trained musicians

who up to a few years ago played in dance bands or taught music in public schools or private classes. The Federal Music Project is giving these musicians work and training in 42 states and the District of Columbia.

Negro Workers

A total of 225,080 Negro workers were employed by the WPA during the last quarter of 1937, according to a report prepared by Alfred E. Smith, Administrative Assistant. These workers constituted about 15.2 per cent of all persons employed by the WPA at that time. Thus one in every six WPA workers was a Negro. 152,000 of these Negro workers were men and 73,080 were women.

Advisory Committee

The report of the Advisory Committee on Education has recently been released as a 243-page publication. In addition to discussing such items as "The Present Situation in the Schools" and "Inequality of Educational Opportunity," the report makes some definite provisions for the education of Negroes in its recommended program. In its recommendations for an expenditure of \$855,500,000 over a 6-year period in the form of Federal grants for educational services the Committee states that "Experience with a number of Federal funds has demonstrated that when the division of Federal grants between separate white and Negro schools or institutions is left entirely to administrative discretion, it is exceedingly difficult to secure an equitable distribution. Experi-

ence with some State distributive funds has also indicated that when such funds are allocated to local jurisdiction for Negro schools, frequently either the funds for Negro schools are diverted in part to white schools or the local support of Negro schools is reduced and the effect of State aid is cancelled in whole or in part. It is recommended, therefore, that for all States maintaining separate schools for Negroes the proposed grants be conditioned upon the formulation of joint plans that will provide for an equitable distribution of the Federal grants between white and Negro schools, without reduction of the proportion of State and local funds spent for Negro schools." (This report can be secured for 35c from the Superintendent of Documents, Washington, D. C.)

Wings Over Jordan

Every Sunday morning from 9 to 9:30 E.S.T., the Columbia Broadcasting System presents from Cleveland a program entitled "Wings Over Jordan." It presents short talks by outstanding Negro clergymen, and educators, and excellent music by the Gethsemane Choral Singers. The Reverend Glenn T. Settle is the director and narrator of the program.

College Activities

The University Players of Atlanta University, Morehouse College, and Spelman College took a definite step toward creating a dramatic consciousness among Atlanta theater-goers when they recently presented an evening of Theater

Arts in Howe Memorial Hall. The directors, Anne M. Cooke and John M. Ross, of the dramatic faculty of Spelman College, made a definite departure from the conventional college theater program by the demonstration of functions, qualities, and control of lights in play production, by the demonstration of the merits of the Verse Speaking Choir, and by the presentation of various styles of acting. The program was unique in that it was the first of its kind to be presented in Atlanta.

★ Dillard University is making plans for its second annual Arts Festival to be held during the week of May 1-7. The celebration this year will open with a tea at 4:00 p.m. on Sunday, May 1, at which time the University's second annual exhibition of paintings by Negro artists will be opened to the public. The drama festival will be held on Wednesday and Thursday, May 4-5, and the music festival, featuring the New Orleans Community Chorus of several hundred voices, will occur on Friday and Saturday, May 6-7.

★ Dr. James Weldon Johnson was the principal speaker at the dedication of the new \$50,000 gymnasium at Prairie View State College, on March 13.

★ In an effort to articulate more actively and in more interesting fashion the programs of religion and college life, approximately 100 students from North Carolina Colleges met at Shaw University on April 3, in a college students' Christian conference. The conference was made possible through an

appropriation made to Shaw University for the purpose of sponsoring a special program of religious emphasis. Many outstanding persons were present as speakers to the conference.

★ The Biology, Physics, Mathematics, Art, and Home Economics Departments of Wiley College are making plans for an open house exhibit. This exhibit will comprise a display and demonstration of scientific equipment and apparatus by students of the several departments. The project is sponsored by the Chemical Society of Wiley College.

★ Held in February was a concert of compositions by John W. Work at Fisk University. The program included a Sonata for Piano in C minor, a Suite for Organ, a Nocturne for Violin, Variations on an Original Theme for piano, and a Choral Group. The Department of Music has announced its Ninth Festival of Music for April 15-17. The program will include music by The Fisk University Choir, with David Mannes as guest conductor, and The Fisk Jubilee Singers; plays by The Stage Crafters in the Little Theater; an art exhibition under the direction of Aaron Douglas; and special speakers.

★ The West Chester Community Center presented a Negro Folk Song Festival in Phillips Memorial Auditorium of Cheyney State Teachers College on March 23. The Community Chorus and Orchestra were under the direction of Clarence Cameron White, Music Specialist of the National Recreation Association.

★ Mrs. Franklin Delano Roosevelt will deliver the anniversary address at Hampton Institute on April 21. The coming of Mrs. Roosevelt to Hampton will be hailed as one of the notable events in the school's history.

On the basis of his high scholarship record, Charles Twitchell Davis, son of Don A Davis, chief ac-

countant and cashier of Hampton Institute, has been awarded a "Senior Fellowship" by Dartmouth College. Selection is made on the nomination by the President of the College, after a conference with members of the faculty and a special Committee. Mr. Davis is an English major and is working to help pay his College expenses.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

Education for What?

Cecil Winfield Scott, a professor in the Teachers College of the University of Nebraska raises and discusses this question in *The School Executive* for March. He concludes that "Education for co-operative living may be not only a responsibility but a necessity if our society is to survive. We may proceed to provide this type of education, secure in the realization that it is in keeping with social and economic trends, that it seems to offer the best solution to the problems of society, and that it will give youth a needed and worthy social ideal. If we can develop a generation of citizens possessed of a strong social idealism based on facts, these citizens will be able to hold their heads high in the clouds of social vision while walking with steady feet on the world of reality. Such a generation of citizens would constitute the best possible insurance for the

future of our democracy." In the same issue Professor Ruth Strang of Teachers College, Columbia University, gives much helpful information in her article *Essentials of a Guidance Program*.

Guidance Service in Two Hundred Secondary Schools

M. L. Altstetter presents a report of one phase of the Cooperative Study of Secondary School Standards, on the staff of which he is the Educational Specialist, in *Occupations* for March. Dr. Altstetter states that "It is regrettable that a more favorable report of the guidance service found in 200 selected schools of the United States cannot be given. It may well be asked if better conditions might properly have been expected. Real guidance is a difficult undertaking and teachers who have had no training in the subject, or have not even studied it incidentally, cannot be expected to do it well. Those

who have studied it may well feel their incompetence to undertake such a difficult task, unless under competent leadership. Such leadership is all too generally lacking. These conditions are not a matter of mere indifference on the part of staff members; rather they are evidence of failure to realize the importance of the task or realization of incompetence by staff members. A sample of 588 teachers of all subjects in all types of schools indicates that only one in six had any academic credit whatever in formal courses of guidance. The average per teacher is 0.5 semester hours. Not until guidance training becomes a recognized part of a teacher's and administrator's preparation can good guidance be expected in the schools. Hasten the time!"

Answering Children's Questions

"The child's first questions are usually either 'where' or 'what' questions," states Emma R. Smith, editor for The Child Conversation League of America, in her article in the March issue of *Hygeia*. She adds that "Children's questions in general fall into two classes: (1) the genuine question, asked because the child wants information; (2) the question asked for some ulterior purpose, such as to punish Mother for a fancied offense, to pay some one back for a real or imagined unfairness, to gain attention or for any one of numerous vague reasons." The writer gives some good suggestions for handling questions relating to sex, birth, death, and Santa Claus, and closes with this very significant statement: "The

child's best learning years are the early years in the home. In these years, life may be a pent-up, narrow existence, or it may be a thing of joy. It hurts every decent human being to think that a child may be unhappy; yet even in homes where the parents have received liberal schooling, one sometimes finds cruel misunderstanding of the child. Efforts to learn in the home should be as natural as living. There is no reason why it should be difficult. Intelligent observation on the part of the parents, affectionate understanding and thoughtful ways of meeting the child's needs will result in his normal development. Not the least important factor in his growth is the cheerful and intelligent answering of his genuine questions."

The Tyranny of School Subjects

In the February issue of the *California Journal of Secondary Education*, George C. Jensen and Melvyn Lawson, principal and vice-principal respectively of the Sacramento Senior High school, raise these thought-provoking questions: "Instead of the present type of school organization where we have heads of subject departments, or at best subject teachers, suppose that we had an organization wherein each person in a responsible position was directly and actively concerned with the objectives of the entire institution. What might the results be? Would the monopolistic tendency of the subject be mitigated? Would the subjects gradually be led to perform as means to institutional ends instead

of ends in themselves? Would teachers gradually come to regard themselves as parts of the whole school instead of parts of specific departments? Would teacher training institutions come to teach teachers how to participate in creating and carrying out school-wide objectives? Would this scheme tend to eliminate the present competition between departments? Would our curricula become more flexible so that worn-out subjects and activities could be easily discarded? Would teacher training become broader? Would the school tend to become general in purpose? . . . Are not all these things precisely the things which should happen in American secondary education?"

The Influence of Certain Incentives in the Motivation of Children

In the February issue of *The Elementary School Journal*, Lester A. Kirkendall, of the Teachers College of Connecticut, presents the results of a study to discover "which incentives really serve as the strongest motivating factors." A questionnaire was given to 284 pupils of grades 4, 5, and 6 of the schools in New Britain, Connecticut. The author concludes that "This project raises some interesting points with respect to the relative influence of factors in the motivation of boys and girls. Briefly, the results indicate that a boy is more likely to react antagonistically to scolding and ridicule when used for motivation than is a girl; that challenging, interesting work is a strong motivation, though marks and examinations are also

effective; that girls are more sensitive to the opinions of members of their group than are boys; and that the emphasis on thrift and future jobs has a stronger motivating effect than might be expected."

The Role of Home Economics in Intercultural Education

Rachel Davis-DuBois, director of the Commission of Intercultural Education of the Progressive Education Association, tells, in the March issue of the *Journal of Home Economics*, of an attempt by a group of junior and senior high schools in four large cities to develop more appreciative attitudes among the cultural groups in these schools. "In many schools it was the home economics departments which took the lead by arranging planned social situations." These situations were generally in the form of teas at which members of various cultural groups would meet and "have an opportunity to put into practice or acquire new attitudes." Afterwards discussions were held in classrooms and home-rooms where "both students and teachers learned to face their prejudices and fears."

Civil Service Beckons

"It should not be necessary to point out how vitally important it is, especially at this time, for colored appointees to be placed in a larger number of the Federal and State jobs that are protected by Civil Service tenure," states Lester B. Granger, secretary of the Worker's Bureau of the National Urban League, in *Opportunity* for March.

Telling of experiences in placing Negroes in Civil Service jobs, Mr. Granger presents "a practical program for guiding Negro youth into Civil Service careers—acquiring information about forthcoming examinations, recruiting trained young people to qualify for them; and organizing the recruits into regular classes for study of the subjects involved. It is a program that challenges not only the public-spirited interest of adults and their organizations, but also the determination and enterprise of young people now floundering in uncertain occupational choices."

Higher Standards for the School Physician

Dr. Earle E. Kleinschmidt of the Division of Hygiene and Public Health of the University of Michigan, presents, in the January issue of *The Health Officer*, the following reasons for the lack of training of school physicians: lack of educational standards, lack of professional organization, lack of adequate financial remuneration, misunderstanding as to the role of the school physician, and lack of *rapproch* between the Professions of Education and Medicine. Also included in this article are lists of qualifications for the training of school physicians; their duties; recommended subjects for special training; and maximum and minimum requirements and electives for the training of school physicians.

Music and the Child

In the March issue of *Child Study* which has as its theme "Your

Child's Time," Anne Holden, Executive Director of the Studios of Music Education, states that "A widespread misunderstanding of the nature of music in its relation to the child is at the base of most of the problems which confront parents who wish to encourage musical interest in their children, or who are deciding what to do about the child's first signs of desire for musical expression. This misunderstanding derives from the failure to recognize that the child is unfamiliar with the materials and values of music." The writer directs the following requests to parents: "Please don't make up your mind in advance what instrument you want your child to play. Please don't consider it an evidence of character instability if he fails to stick to the instrument of his first choice, but wants to try another, even several, before he settles down to one. Please don't let your child know that you think him either exceptional or unexceptional in musical endowment. Please don't set a minimum standard of accomplishment for him for any set period. It is unusual for a child to demonstrate a steady rate of progress in instrumental study."

The Present Status and Trends of the Negro Family

Included in the December, 1937, issue of *Social Forces* is this article in which Charles S. Johnson, Director of the Social Science Department of Fisk University, states that the study of "The Negro family is important for students of sociology, not only because it rep-

resents, in many respects, a widely variant element in the general American society, but because it offers an opportunity, made possible by the accident of history, to study the rise of the family as an institution and the process of acculturation crowded into the brief period of two generations." Dr. Johnson lists the following changes noted statistically in the Negro family: "It is suggested that directions of change are both *horizontal* and *vertical*, the first being marked by migration and the second by education; that the process is essentially one of breaking down the cultural isolation which characterized the largest group at an early point of the history of the Negro family, and broadening of the range of communication; that the migratory movement has been progressively from the points of greatest isolation, in the plantation areas, to the point of greatest freedom of communication, in the cities; that an effect has been a gradual breaking down of the caste system which was a heritage of slavery, and the creation first of economic classes and later of a minority group; that the change has been accompanied by successive cultural crises, involving much waste, because of the rapidity of the process; that these crises have involved reorganization of behavior; that the rate of changes has been accelerated by a great number of factors; and that the rate of organization and reorganization of these families is a measure actually of the cultural assimilation of the Negro population."

You Might Also Like to Read—

A Venture in Faith—An account of the fifty years of service of St. Paul's Normal and Industrial School, Lawrenceville, Virginia, in *The Southern Workman* for March. The addition of color to the cover and a few other changes in format have served to increase the attractiveness of this magazine which is in its 66th year.

A Unit in Health Education for Bright Pupils—Georgia A. York presents a unit on the evolution of medicine as a special studies activity in the *Journal of Exceptional Children* for March. In the same issue is *What Am I Like?* "an activity program in good living" by Bernadine G. Schmidt.

Democracy in School Administration—Carleton G. Washburn gives his description of a "really democratic organization of our schools from an administrative standpoint," in the March issue of *School Management*.

Freedom After a Prolonged Struggle—A short survey of the Negro's struggle for freedom from 1831 to 1865 can be found in the March issue of *The Negro History Bulletin*.

A Fashion Clinic—Charlotte C. Farrell describes the fashion clinic organized in Fairview High School, Dayton, Ohio, in the February issue of *Student Life*.

Abraham Lincoln Still Unknown—In this article in the March issue of *The Social Studies*, Henry W. Lawrence places the blame on Lincoln's biographers and his patriotic countrymen "eager for a national demigod to worship," who were

"indifferent to the real facts about him," for the fact that he is still "a figure unknown and mysterious." Dr. Lawrence gives a brief survey of some of Lincoln's biographies. In the same issue Arthur Dillman Gray presents *A Check List for Units in History*.

A Daily Personal Hygiene Program—Mary E. Williams gives helpful information on the care of the teeth in *Service* for March.

Gardening—Ellen Eddy Shaw, Curator of Elementary Instruction in the Brooklyn Botanic Garden, is the guest editor of the March issue of *Recreation*. In addition to her article *Children's Garden Work in a Botanic Garden*, this issue has many interesting accounts of gardening projects in various sections of the country.

The Virgin Islands—Raymond L. Thompson presents a unit of study on this group of American possessions, and includes with it a short objective test, in *The Grade Teacher* for March.

Guidance through Cooperation with the Home—An explanation, by Karl Karsian, of the program, for cooperation between the home and school in guidance, devised by the Tappan Junior High School, Ann Arbor, Michigan, appears in the February issue of *The Clearing House*.

An Introduction to Poetry—A course-plan, by Carl Joseph Tivel, for developing an appreciation of poetry by writing it, appears in the March issue of *The Journal of the National Education Association*. Presented in units, this course-plan should be of much value to teach-

ers and other interested persons.

Studying Trees—In *The Instructor* for March is a ten-page illustrated unit of work, by Glenn O. Blough, which provides "a background of information for studying" trees.

This Rural School—A discussion by Melvin L. Brobst of the need for music instruction in the rural schools, and a description of his work with the rural schools in a district in Pennsylvania, appears in the February issue of the *Music Educators Journal*.

The New York Age: Lusty Veteran—This is the second of a series of articles dealing with the Negro press which appears in *The Crisis* for March.

Flash—This newspaper magazine is celebrating its first anniversary. It has changed from a weekly to a bi-monthly and will give a proportionate increase in space and coverage. Along with the statement that "Flash has become the most widely read and popular Negro pictorial publication in America in one year," the editors have announced an anniversary issue for May 3, 1938.

Health Problems of Low Income Families—George St. J. Perrott presents some valuable information on this important subject in the February issue of *The Health Officer*.

BOOK REVIEWS

■ *The Collapse of the Confederacy*, by Charles H. Wesley. (Associated Publishers, Inc., Washington, D. C., 1938. \$2.15.)

Dr. Wesley has told the story of

The Collapse of the Confederacy simply and effectively, resisting the temptation to elaborate along certain lines where the sources are voluminous and thus to give a distorted, unbalanced account. The facts that he presents tell a most interesting story of how the Confederate effort was doomed to defeat almost from the beginning because of the inherent weaknesses in its political and social philosophy. The inconsistencies in the Southern effort become clearer and clearer with each succeeding chapter.

The Collapse of the Confederacy strikes at the view long held that the lack of resources was one of the most important factors leading to the final surrender of the rebel forces. With hundreds of thousands of rations on hand when the war ended, the South could hardly have been as nearly starved as we have been led to believe. Next, there is an interesting discussion of the political and social setup during the years of the war. The frequent changes in cabinet personnel indicate that the President did not trust his department heads. Nor did the hostile attitude of the Confederate Congress contribute serenity in political circles. Meanwhile, the people were suspicious and distrustful of all who were in authority. In his *States Rights in the Confederacy*, Professor Owsley suggested several years ago the lines along which there was division between the Confederate states and their central government. Dr. Wesley carries the discussion further and permits the documents themselves to describe the struggle between the Confederate government and its constituent states. The "States Rights Men" did not realize that they would temporarily

have to give up the thing which they held dear if they were to win in the end.

The author emphasizes the point that marks the central theme of his new work, namely the collapse of morale. This was discernible early in the war. One-third of the convention of early 1861 opposed secession, while several states supported it by only a bare majority. After the fruits of the first victories had been enjoyed, enthusiasm began to wane. Dr. Wesley shows that literally a hundred thousand men of all ranks simply walked out of the Confederate army. The masses began to realize that they were fighting a war in behalf of a group—the slaveholding class—with which they had very little in common. Everywhere there was disaffection; peace societies spread "discontent and defeatism", while large groups in the army threatened to quit.

The decision, in 1865, to arm Negroes shows the extent of the collapse. That the South would turn to the slaves and ask them to fight to keep themselves enslaved is the clearest evidence that resistance was gone and "fatalism of defeat had replaced an expectation of confident victory." In conclusion, Dr. Wesley says: "Leaving aside military defeats, the collapse of the South was due in part to the lack of resources, but more directly to the absence of a wholehearted and sustained resistance, the complete renunciation of self, the popular support of its government's measures, the devoted and continued loyalty to its declared principles—without which no revolution has been successful."

In the main text, one looks in vain for a detailed explanation of the great breakdown in morale in

which even the women shared. Why didn't the Southern people support their government? Why was there so much desertion? Why did slaveholders throw up their hands? What lay behind the lack of morale? One would welcome a more detailed discussion of these matters than the one Dr. Wesley gives in his "Postscript." A number of appendices clinch many of the arguments set forth in the text.

This small volume represents another valuable addition to the growing body of truth that will ultimately give an accurate account of what happened in the South between 1861 and 1865. It is of value not only to students of the period, but also to teachers in general American History who, by the use of the average textbook, have endless difficulty in presenting the real truth to their pupils.

—JOHN HOPE FRANKLIN

■ *Promotion Policies and Practices in Elementary Schools*, by Henry J. Otto. (Philadelphia, Educational Test Bureau, Inc. 1935. 171 pages. \$1.50.)

This book is a lengthy report by Dr. Henry J. Otto, Associate Professor, Northwestern University and Director of Education of the W. K. Kellogg Foundation, of the results of administering three Promotion Practices Forms to principals and teachers in 35 representative school districts of Northern Illinois, exclusive of Chicago. The author states that in his judgment "the most significant and the most disturbing finding of this study is the absence of coherent thinking about the elementary school as an institution for the training of children and the absence of clear-cut concepts regarding the administration of pupil promotion

as it relates to the functions of elementary education." Elementary school teachers and officials should be interested in Dr. Otto's tabular presentation and discussion of the results of his study, as well as his final chapter on Interpretations and Recommendations.

■ *The Jeanes Teacher in the United States, 1908-1933*, by Lance G. E. Jones (Chapel Hill, University of North Carolina Press. 1937. 146 pages. \$2.50).

In April, 1907, Miss Anna T. Jeanes signed the deed of trust setting aside no less than \$1,000,000 "for the furthering and fostering of rudimentary education" in small Negro rural schools, and early in 1908 the first president of the Jeanes Fund was appointed. However, it was not until October that "the Negro teacher of a small wayside school became the first Jeanes Supervisor." April, 1938, marks the 31st anniversary of the signing of the documents which made possible the Jeanes Supervisors.

Mr. Jones gives a vivid account of the facts leading up to Miss Jeanes' generosity, and of twenty-five years' experiment in the supervision of Negro rural schools.

This publication impresses one with the enterprise, resourcefulness, and courage of the Jeanes teachers, and with the variety and type of activities introduced by these pioneers and their successors, who have played so important a part in the educational and social history of the South.

The book is factual and descriptive, and generously illustrated. It is a story of experiment, expansion, cooperation, adaptation, and progress; a record of human faith and achievement.

—ETHEL G. GREENE.

ARTICLES TO APPEAR IN EARLY ISSUES

The Negro Literature Course.....	Thomas Fortune Fletcher
Laws Regulating Teachers' Activities.....	J. Flipper Derricotte
Guidance in Rural Education.....	Atwood S. Wilson
A Magic Solvent.....	W. H. Craig
Horizons of Negro Youth.....	N. O. Calloway
Activity Programs! Why Have Them?.....	W. L. Savoy
"How Virginia's Revised Program is Affecting Negro Life"	A. G. Richardson

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FUNDAMENTALS IN THE EDUCATION OF NEGROES

OBJECTIVES ADOPTED BY

THE NATIONAL CONFERENCE ON FUNDAMENTAL PROBLEMS IN THE EDUCATION OF NEGROES

Washington, D. C., May 9-12, 1934

In view of the fact that in many States Negroes are forced by law to attend segregated schools which are almost invariably inequitably provided and maintained, and because of the inadequacy of these schools to serve the purpose of education in a democracy, and in order that equality of opportunity may be offered to all Americans, and in order that the Negro may meet effectively his obligations as an American citizen, and in order that America may have the benefit of those varied contributions possible only when the members of all races are allowed the fullest development, the following fundamentals in the education of Negroes are proposed by this Conference:

I. Ultimate Educational Objectives and Ideals.

- A. HOME LIFE.—Equal economic opportunity, and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.
- B. VOCATIONS.—Adequate provision for professional and vocational education, and guidance; conducted by properly trained persons; and varied according to individual interests and abilities.
- C. CITIZENSHIP.—Full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.
- D. RECREATION AND LEISURE.—Adequate provision for wholesome recreational activities, and adequate training for the better use of leisure time.
- E. HEALTH.—Healthful living and working conditions, and adequate health service and health education.
- F. CHARACTER.—The ability and disposition to make wise choices in the various life situations.

II. Immediate Educational Objectives and Ideals.

- A. AVAILABILITY OF EDUCATION.—Schools and colleges available and accessible for all Negro children, adequate in length of term, number of teachers, curricu-

lum offerings, equipment and facilities.

- B. TEACHERS AND TEACHING.—Selection, training, compensation, tenure, and working conditions of teachers in keeping with the highest standards of professional growth and leadership in recognition of their outstanding importance in the education of Negro children and in the leadership of Negro life; and the acceptance of the responsibility by all teachers of Negro youth to teach the fundamental principles and issues underlying our economic and social order.
- C. FINANCIAL SUPPORT.—Adequate financial support of schools for Negro children, equitably distributed, and intelligently administered, with full recognition that there can be but one standard of adequacy.
- D. ADMINISTRATION.—Large participation in the administration and control of schools by intelligent representatives of the people served; and curriculum differentiation and adaptation based on needs rather than on race.
- E. SEGREGATED SCHOOLS.—Discouragement of and opposition to the extension of segregated schools.

In the foregoing statement of objectives and ideals, the principle of the single standard should apply.

MAY 20 1938

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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(See Page 25)

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students and pupils. The magazine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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BALTIMORE, MD.

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Morgan College is attempting to meet the needs of the 276,000 colored citizens in the State of Maryland as well as those from other states who desire to attend. With this object in view the college has entered into a program of progressive expansion. Facilities have been provided for additional demands on the department of music, health and physical education, the social sciences, home economics, commerce, and all other departments have been strengthened.

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The regular school session, with classes held on the campus, provides courses of study leading to the Bachelor of Arts or Bachelor of Science Degrees. The buildings are modernly equipped for the convenience and comfort of students and teachers. The college is accredited and maintains high scholastic standards.

THE SUMMER SESSION

The summer session is operated for six weeks, primarily for the benefit of public school teachers, both rural and urban. Specialists in the field of education are employed on the faculty. Courses in the Academic field are also available.

AFTERNOON AND EVENING CLASSES

The demands for teacher-in-service training have caused Morgan College to offer afternoon, evening and Saturday courses for the public school teachers of Baltimore and the counties of Maryland, who are desirous of further training.

INFORMATION

For catalogue or detailed information write to the Registrar.

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The National Educational Outlook Among Negroes

A NEW MONTHLY MAGAZINE OF DIGEST SIZE WHICH HAS
BEEN DESIGNED TO STIMULATE AND PROMOTE
THE ADVANCEMENT OF EDUCATION AMONG
NEGROES THROUGH

1. Dissemination of General Educational Information.
2. Presentation of Educational Facts.
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4. Diffusion of the Best Practices in Schools.
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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES
1210 Lamont Street, N. W. Washington, D. C.

EDITORIAL COMMENT

OUR BROTHER'S KEEPER

IN truth we are our brother's keeper! Only as we safeguard his progress, his liberty, and his character shall we ourselves be safe. Who is our brother? From the general point of view, he is all mankind; more particularly, he is our fellow race-man. One of the strongest agencies in helping us realize the principle of the brotherhood of man is the public school system. However, there is considerable indifference and complacency with reference to the teacher's responsibility in helping the school to function as a unifying agency. Amiel said that,

"If ignorance and passion are the foes of popular morality, it must be confessed that moral indifference is the malady of the cultivated classes. The modern separation of enlightenment and virtue, of thought and conscience, of intellectual aristocracy from the honest and common crowd is the greatest danger that can threaten liberty."

The most serious neglect of our brother may be found in our indifference to the two great needs in our modern life—efficiency and character. In order to develop these qualities, we must begin in the early years—in the home, the kindergarten, the elementary school—and continue to emphasize them on the higher levels of education, and throughout life.

Efficiency means knowledge, skill, thoroughness, accuracy. It means understanding fundamental principles, and when and how to apply them to the task at hand. Habits underlying efficiency are developed by being efficient in the performance of daily school tasks and simple home chores. Parents who "love" their children so much that they will not hold them to as rigid standards in the performance of tasks as are commensurate with their age and ability are derelict in their duty. Teachers who permit children to be sloven, careless, and lax in their school work are contributing to the future horde of inefficient citizens.

Character means honesty, truthfulness, industry, and ideals. It means consideration for the other fellow's rights and the ability to get along with him. The daily contacts with members of the family, schoolmates and teachers afford opportunity for the development of those character traits essential to success. Efficiency is necessary for success in our modern world, but character is even more essential. An individual may secure a position through efficiency and alertness, but he will be able to retain it and make progress only through character.

Unless we become conscious of the things, both great and small, which are undermining our efficiency and destroying our character, we shall not realize the fulfillment of our freedom, which we have been achieving at so dear a price. An inscription on the base of a statue at the front entrance of the National Archives building in the Nation's Capital reads thus: *Eternal Vigilance is the Price of Liberty*. Shall Negro teachers assume their responsibility in maintaining and making secure our liberties? Some will ask, what is the responsibility; how shall I meet it? The answers to these questions will vary with the individual and the situation. Others may ask; why is this *my* responsibility?—Because *you* are your brother's keeper, more than any other single group in our modern day. You may, therefore, keep him from inefficiency and moral delinquency in adulthood by being vigilant concerning his development in childhood.

A PRAYER

OH! God, make me pure and Let my thoughts be ever clean, Lord;
 holy, Let my actions be sublime;
 Guide my feet to paths of right; May my actions, God of Mercy,
 Do not let me pause or falter, Be an index to mind.
 Please protect me by thy might.

Let no earthly sin o'ertake me,
 Let me not thy cause deny;
 But thy name, forever praising,
 E'en unto the day I die.

—ALEEN B. COPPER, '32, Cheyney, Penna.

SPECIAL COMMENCEMENT AND SUMMER SCHOOL ISSUE

The June issue of *The National Educational Outlook Among Negroes* will have many special features of interest to our readers. One feature will be a symposium on the Summer School and another on the Commencement, both of which will include short statements by outstanding persons on different phases of education. In order to include pertinent Commencement news and facts regarding summer schools, this issue will be published ten days later than the regular publication date.

CHANGING YOUR ADDRESS?

If you are planning to be in another location during the month of June, we shall be glad to forward your copy of the magazine to the new address if you will send it to us before June 1. If, in the future, you should change your address we will appreciate your giving us a month's notice in order that there may be no delays in your receiving copies of the magazine.

The First Thing I Look for in a School Is—Cleanliness

HORACE MANN BOND

The preparation of this article has caused me more head-scratching than any I have ever written. I know that *THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES* is read by important educational people—by teachers; and I wanted to say something that was important enough for them to read. What could I write?

—A ponderous article, weighted with the usual footnotes, establishing, or trying to establish, some rather vague point of disputed scholarship?

—An essay on some of the newer educational techniques, developments, adventures, such as are popular today?

—An indictment of discrimination, which I see each day in schools visited in the South, and of which I learn more and more?

—An essay on the philosophy—if any—of education?

This year I have been visiting rural schools. I have been travelling. I have slept in 78 different beds, by actual count. I have eaten in almost two hundred different restaurants. I have been in communities—rural, semi-rural, and urban—from South Carolina to Texas, and from Arkansas to Florida.

Now, in my youth I must confess that I was never an over-cleanly child. Sadly, too, I must admit that

the habits of youth are not easily changed in maturity. And yet! Some of those beds I have slept in—in Memphis, Atlanta, Texas and South Carolina hotels! And some of those restaurants I have eaten in—in Memphis, in Atlanta, in New Orleans, in Blytheville, in Shreveport, in Columbia, in Valdosta, in Macon! And the houses and communities I have seen—in Georgia, in Arkansas, in Louisiana, in Mississippi, in Tennessee!

That is why this is neither a weighty article, a technical essay, an indictment, nor a philosophical disquisition.

What is it? It is an expression of a conviction that has grown steadily upon me; that the first thing I will look for when I enter a school, from now on until I shuffle off this mortal coil, is—CLEANLINESS!

Cleanliness, John Wesley assured us, was next to Godliness. Americans have legislated against the teaching of religion in the schools; so the injunction moves up into the first place of permissible subjects. I do not know of any state that either prohibits or requires the subject; but in the course of fifteen years spent teaching and studying "Education" in normal schools, colleges, and graduate schools, I cannot remember ever having taught the subject, heard it taught, or had it

taught to me. Nevertheless it has become Number One in my curriculum.

I enter a school. The superintendent tells me that this is a remarkable school; the principal tells me of the wonderful projects he is working out. Perhaps he is "making the school function in the community"; or perhaps he has in process an "activities program". Perhaps he administers standardized tests each week to his children, knows all of their I.Q.'s., A.Q.'s and central tendencies. Perhaps he has a remarkable health program; perhaps he has a vocational program that is famous for miles around.

Now, of course, I appreciate greatly all of these parts of the educational program; I am glad to see that Principal John Doe, or Supervisor Jane Doe, is such an alert, ingenious person.

But the first thing I look for in a school is—CLEANLINESS!

Of course I am selfish. When I look into the third grade room, and see all of the lovely activities going on, I have a vision of little Johnnie over in the corner, busy at his frieze of Old Mexico, growing up to own a hotel in Chattanooga where I may want to sleep some thirty years from now. When I glance at the Home Economics Department, and see all of the lovely dresses made of crocus sacks by Helen, aged twelve, I have a vision of Helen twenty years hence, when she will be running a restaurant in Vicksburg, and I will be stopping over on a plane ride to California for a little snack. (I regret I must become slightly vulgar here.) Will little Johnnie pro-

vide dirty sheets and bed-bugged beds for me? Will little Helen casually brush a roach from my table as she serves me delicious fried chicken, or idly rub the fork against her dress to dislodge a stray bit of debris left over from the last meal? Or will Johnnie live in a house next door to me while Helen lives on the other side? Suppose we have a Fascist state. Will Johnnie keep his cell next to mine in our future concentration camp, free from annoying odors? Or, if we have a Communist state, will Helen, as Commissar of Public Welfare, keep our communal privy clean? Even in a concentration camp, think how much better it will be to have a clean cell-mate!

I know that much filth is the product of poverty. I know that it is hard for a share-cropper to keep clean; or for five share-cropper children to come to a school clean from a one-room cabin where soap is a luxury, more than one garment the mark of a dandy, and a bath in a tub before seven or eight others, not only something of an indecency, but also an act of signal heroism. (Try bathing in ice water on your back porch on January first if you don't believe it.)

I know, too, that the psychoanalysts will get me if I make too great a point of these matters of cleanliness. I know all of these things; but still I look for a clean school; for clean teachers; for clean children; for a clean room; for CLEANLINESS!

And you would be surprised to know the queer places where you see, or don't see, a clean school, or

a clean community. I spent three months in a little Louisiana community not long ago, where the Negro families lived on an economic margin if ever there was one. But they were clean people; their houses were clean; their yards were clean; their beds were clean.

Unfortunately, their school was not clean. The teachers came from the city; they were quick to let me know that *they* didn't come from those backwoods!

I would challenge anyone to cite a more successful educational enterprise than that conducted by the New England "school marms" who came to the South to teach Negroes immediately after the Civil War. Whatever the basis of their success, I give you here one quality they had, whether at Hampton, Fisk, Atlanta, Montgomery, or the Sea Islands. That quality—which they had, and insisted that their students have—was **CLEANLINESS!**

Booker T. Washington made "Industrial Education" famous, and those of us who come after him may make some other movement famous. But do you remember what Booker T. Washington's "Industrial Education" at Hampton was? Besides, he said, being assigned "to take care of the chickens", his non-academic work at Hampton was as

a janitor. Do you remember the entrance examination Booker T. Washington took to enter Hampton Institute? It is told as a queer, whimsical story, illustrating the oddity of the times; we hear much more about other things that made Booker T. Washington a great man, at Hampton, and at Tuskegee. But I think that entrance examination was a symbol of the most important thing Booker T. Washington found at Hampton Institute.

I dote on standard tests for college freshmen; I revel in exact instruments for measuring educational achievement through the grades. Still I think that queer little old New England woman who asked Booker T. Washington to sweep out a schoolroom, as his entrance examination to Hampton—and, after Hampton, Tuskegee and the world—had even a better notion.

She was a clean woman. She wanted to see if this ragged, hungry boy from the West Virginia hills had in him the stuff of a clean man. When young Booker had finished sweeping the room, and the New England school marm came back and inspected all of the corners and crevices, she looked at him and said,—*"I believe you'll do"*.

That is one of the reasons that the first thing I look for in a school is—**CLEANLINESS!**

EDITOR'S NOTE—*In our April issue, in the article describing Douglass High School, Oklahoma City, Oklahoma, we expressed the hope that the school would soon be accredited by the North Central Association. We are happy to announce that this school has been accredited in the interim between that issue and the present.*

Coordinated Agencies in the Education Program

MARJORIE J. BLAND

In Bowie County, Texas, we feel that the school is the point of departure for a program of improved conditions in a rural community. It is first for the children of a community. We try to make the school, therefore, a vital and necessary part of the social and economic life of the community in which to train the child to be a healthy, happy and responsible efficient citizen. We endeavor to make use of all county agencies in our schools, through a County Council composed of coordinated agencies including the County Superintendent, Jeanes teacher, a minister, supervisor of adult education, supervisor of vocational agriculture and the county agent. This executive group meets at intervals and works out a definite program of activities for the schools which also carries over into the communities. The activities are based on information obtained from community surveys, which reveal the needs of the rural communities. Each agency represented endeavors to contribute the most concrete, practical, and applicable phase of his or her field, to meet the needs of the communities. Monthly outlines of work are compiled and distributed at each monthly meeting of teachers and workers.

Groups composed of these leaders meet monthly to discuss units of

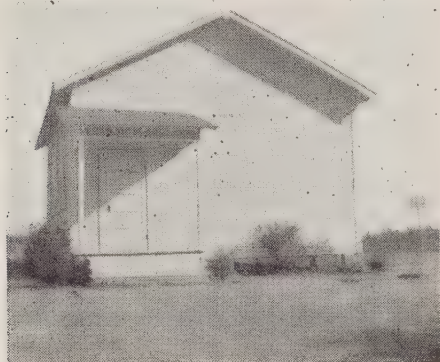
school and community work with county teachers, preachers, patrons and other interested persons, who may wish to attend. Problems and questions are discussed and clarified. The units are based on such problems as "How to improve our vegetable gardens"; "How to improve our orchards, home and school plants and grounds"; "How to improve sanitation, health and recreation."



BOWIE COUNTY, TEXAS, JEANES SUPERVISOR DIRECTING THE PLANTING OF SHRUBS.

In each group the leader in charge tries to guide the thought and discussion in channels of real life problems of the rural communities and getting the group to accept definite plans of procedure to solve the problems under discussion. The teachers, preachers, workers at large—all discuss and plan how we will work together in the communities to accomplish definitely outlined plans

centered around particular units, for example, "beautifying the home and school grounds and plant". The teacher, preacher, and other workers will center their efforts for the



SCHOOL HOUSE IN BOWIE COUNTY, TEXAS, AFTER BEAUTIFYING.

month of April on the improvement of the home and school.

The teachers call on any or all

of the members of the County Council for helpful suggestions and demonstrations, knowing they will get immediate response and assistance in their effort in school and community gatherings. All agencies are cooperating with teachers; and teachers are responding more and more to the cooperative program and enriched curriculum. Gradually both children and patrons are recognizing the value of practical science and industry at school which carries over into the community and home; and of an education which not only gives the child an immediate control over his own environment but furnishes him with a realization of the relation and interdependence of groups, a belief in the dignity of labor, and the right of everyone to a full development, not only economically but socially.

The Negro Literature Course

T. THOMAS FORTUNE FLETCHER

Ten years ago, shortly after my graduation from Fisk University, I taught English for a year in a high school in the coal-mining region of West Virginia.

The so-called "New Negro Renaissance" was in its ascendancy. At Fisk, I had attended a course of lectures by Alain Locke, editor of "The New Negro" and self-appointed leader of New Negroes. I had read most of the books which had been written by and about Negroes.

Imagine my surprise and disappointment when I found that most of the students, and the teachers as well, in this high school knew very little about the Negro's contribution to American history and letters. A vague and often inaccurate fund of facts about Booker T. Washington, Frederick Douglass, and Paul Laurence Dunbar represented their total store of information about Negro history and literature. Vast, arid wastes of ignorance lay between these figures

and the present. I determined to do something about this appalling ignorance and indifference of the Negro, the educated Negro, about his own racial heritage.

I arranged with the principal for the celebration of Negro History Week; made a display of books by Negro authors in one of the classrooms; and placed pictures of contemporary writers and artists on the bulletin board. With the limited facilities of the school, this represented a tremendous effort on my part, but I was compensated fully by the genuine interest displayed in the project by both students and faculty.

Some years later, as a teacher at Shaw University, I found that much the same situation prevailed among the college students as in the West Virginia high school.

There were no formal courses in the curriculum for either Negro history or literature. In the American literature course which I taught, I introduced my students, some of them for the first time, to Phillis Wheatley, Jupiter Hammon, Paul Laurence Dunbar, James Weldon Johnson, W. E. B. DuBois, Claude McKay, William Stanley Braithwaite, Jessie Fauset, Georgia Douglass Johnson, Walter White. We also gave serious study to the portrayal of the Negro in fiction by white authors from Mrs. Stowe's *Uncle Tom's Cabin* to Julia Peterkin's *Black April* and DuBose Heyward's *Mamba's Daughters*. Again

I found the students eager to learn more about the Negro as a cultural contributor to American life and letters.

In far too many instances, the interest of the Negro student in the literature and history of the Negro is stifled by the gross ignorance and the stupid indifference of a large number of Negro teachers at all educational levels. They spend years of study for advanced degrees, yet frequently admit condescendingly, "Really, I know nothing about Negro literature and art." They disdain the Negro spiritual, but are ardent disciples of "swing." They know why Rome fell, but are ignorant of the Negro in America.

Here at Lincoln University, Jefferson City, Missouri, where I am now in my fifth year as a member of the Department of English, a course in *The Negro in American Literature* has been offered for a number of years. In the History Department, Mr. Lorenzo Greene, able young historian and lecturer, offers two courses in Negro history, *The Negro in Africa* and *The Negro in America*. Each year sees a larger enrollment in these courses which, I believe, indicates that the Negro is at last becoming really interested in the Negro.

That such courses have a definite place in the curricula of Negro institutions of learning in America, few will deny; that too few of our institutions provide such training, all will, I believe, agree.

DON'T MISS THE JUNE ISSUE! IT WILL BE A SPECIAL
COMMENCEMENT AND SUMMER SCHOOL NUMBER.

Expansion of the Junior College

J. ARTHUR TURNER

The Junior College is the latest arrival in our educational program. It made its appearance a decade or more ago, but its greatest growth occurred during the depression. In the *Educational Record* for January (1938), the President of the University of Chicago reported 529 junior colleges in the country and others were being organized. Many of the new junior colleges are temporary. They were quickly brought into being by various municipalities jointly with the national government for the immediate purpose of caring for high school graduates who were without opportunity either to attend college or to enter gainful employment.

These new schools were first known as N.Y.A. colleges; they are now called W.P.A. freshmen colleges. They are housed in Y.M.C.A. and high school buildings or some temporary quarters. In order to give the work accredited standing these colleges have operated as extension freshmen schools of State universities. Some are merely extensions of high school curricula. Others exist as independent units. Two years ago Chicago established three standard junior colleges. In St. Louis there is a W.P.A. freshman college for Negroes and one for white students. Each of these schools operates as an extension freshman college of the State University for each group. Kansas City, Missouri, operates a junior college for Negroes at the Lincoln High School.

According to President Hutchins of the University of Chicago, so far, with a few outstanding exceptions, the junior college has done only a negative job. However, it is an established fact that a large number of students have been benefited by these new and temporary schools. This advantage is clearly noted in the North Central territory by the fact that during the depression period the number of freshmen in the universities declined precipitously while the number of graduates receiving A.B. degrees increased notably.

Since the entry of youth into industry is delayed two or more years, this margin of time between high school graduation and the beginning of productive labor can be used very profitably in education. This means more preparation for citizenship. Just what type of education is best for this period is not quite clear in the minds of educators. There is considerable opposition to the junior college of the liberal arts type conducted as a separate unit. Articulation of some form with secondary education or the senior college is desirable. Extension and expansion of high schools into various forms of training adapted to meet the needs of pres-

ent day citizenship is both the need and trend. This idea is gaining favor among educators. It is to be hoped that those charged with the education of Negroes will exert every effort to make available to Negro youth this added opportunity for training.

A Magic Solvent

W. H. CRAIG

The history of American civilization, unlike the history of the civilizations of the Old World, begins with marked abruptness. Our record does not trace back continuously to a Golden Age, when the gods walked the earth with men; it does not transmit to us the shadowy forms of rulers endowed with the qualities of supermen and with despotic power; it has no period when knighthood was in flower, with a background of serfs and peasants to serve as props in the play. The story begins only a little over four short centuries ago. It unfolds itself in the full light of our modern day. Its central interest lies, not in the activities of a small group of glorified gladders, but in the fortunes of the common man.

The first colonists did not at once become Americans. On the contrary they were merely transplanted Europeans, who tried to live according to the ideas which they had brought with them from the Old World. They struggled to make America look as much as possible like Europe. However,

this new social order which they brought into being had an upper ruling class and a disfranchised lower class; it determined the rank of students in Harvard College, for example, by social positions; it dealt harshly with persons who departed from the standards of the prevailing religion and social custom; it developed a culture that was thoroughly European in spirit.

In the long run, the new circumstances of a new world proved to be too powerful. When the flood of population finally broke through the barrier of the Appalachian mountains and spread itself over the Mississippi Valley, Europe was gradually left behind. In the great open spaces of the Middle West distinctions in social rank had little meaning. One man was as good as another. The frontier set its own standards. It was more important that a man should be courageous, self-reliant, resourceful and persistent than that he should have a grandmother who had been presented to the queen.

A new era had begun. The common man was coming into his her-

itage. The frontier was a magic solvent of all the social distinctions and stratifications that had piled up during centuries of European history. To the aspiring politician it was far more of an asset to have sprung from a log cabin, or even from the sidewalks of a city than from landed estates and a line of belted knights. As long as a man could go West and grow up with the country, there was little chance of developing the social stratifications of the Old World. As the line of the frontier continued to recede across the interminable stretches of the great West from decade to decade it persisted as a major factor in shaping the life of the Nation, until the spirit of the frontier had become embedded in the national tradition. It became a tradition of faith in the supreme and ultimate value of personality, a tradition which required every man, as a solemn right and duty, to stand on his own and to exercise independence in thought and action.

It seems reasonable, therefore, to insist that education must assume responsibility for making people intelligent with respect to this situation. It should be made clear that the ideal of democracy, as developed under the conditions of the frontier is very different from the ideal of democracy which has been growing up under subsequent conditions, an ideal which requires the subordination of the profit motive and which calls for extensive modification of the present industrial and economic order. Unless the contrast is clearly seen, intelligence is prostrated, and our loyalties either operate blindly or they become paralyzed. It is not the business of education to lay down the pattern for a new synthesis, but it is emphatically its business to create the insight that a new synthesis is needed and to provide favorable conditions for a critical and independent reconstruction of these conflicting beliefs or dispositions into a unified outlook or attitude.

“Minority groups are in very much the same position that women are in. There is always room, remember, for the thing which is better done than the average, and there is always room for the person who can do a better job than the average person; and anyone in a minority group has got to strive to do a better job, not just for himself as an individual, but because it is going to help the whole group that he belongs to and because it is going to have an effect on what all the others are going to be able to do; and every time we fail, every time we do not do our best, we don't just let ourselves down, we let down all the others that we might help if we did our best and if we did succeed.”—MRS. FRANKLIN D. ROOSEVELT

(Excerpt from speech delivered at Anniversary Celebration of Hampton Institute April 21, 1938.)



OFFICERS OF THE ELEMENTARY TEACHERS' COUNCIL IN RALEIGH, N. C.

Reading, left to right, first row: Miss Helen B. Davis, chairman of program committee; Mrs. Ethel C. Brewington, member of reporters' committee; Mrs. Henri J. Stredwick, secretary; Mrs. Garnelle S. Watts, third grade chairman. Second row: Miss Maggie E. Elliot, treasurer; Mrs. Hattie T. Mitchell, fourth grade chairman; Mrs. Faye Peace Maye, president; Mrs. Mattie M. Kelly, fifth grade chairman; Mrs. Clinton B. Ligon, second grade chairman. Third row: Mrs. Addie G. Logan, first grade chairman; Miss Amanda B. Rhone, chairman of reporters' committee; Miss Margaret R. Harris, member of reporters' committee; Mrs. Nan P. Frazier, sixth grade chairman and vice-president. (Miss Lena M. Hunter, seventh grade chairman and member of reporters' committee, does not appear in this picture.)

Elementary Teachers' Council

AMANDA B. RHONE

For the past four years there has existed among the teachers of the elementary schools of Raleigh, North Carolina, an organization known as the Elementary Teachers' Council. This organization is of a democratic and independent nature. The officers are elected by ballot. One of its chief objectives is to aid the school to function in its effort towards helping individuals to become well adjusted members of a larger social group. This Council also represents an effort to develop a kind of situation in which the school emphasizes social cooperation as opposed to individualism and authoritarianism. Under the efficient leadership of Mrs. Faye Maye, as general chairman, various demonstrations in class room units and drill lessons are being conducted in the grades at the regular monthly meetings, which are held at a different school each month. The discussions which follow these grade demonstrations have proved to be very helpful to individual teachers.

Chambers County Schools' Fair

E. S. HANDY

(Editor's Note—We believe that our readers will find much of interest in this account of a school fair conducted in Chambers County, Alabama, which gives some insight into a means of obtaining cooperation from all schools in a county for their mutual benefit and progress. We should like to have additional accounts of similar unique projects from our readers.)

FEBRUARY 25th was a red letter day for the fifty-two schools, out of the fifty-six in the County that participated in the Fair. More than fifteen hundred teachers, parents, patrons and a few white friends gathered at the County Training School to witness this Annual School Fair.

The purpose of the Fair was:

To exhibit the work of the different schools as a means of stimulating others to do a better piece of work;

To encourage those who took a part in making the Fair a success;

To give the teachers the benefit of the units developed by other teachers;

To show how the Activity Program could be correlated with the subject matter;

To secure a sympathetic understanding of our program from patrons and our white friends;

To show the things that are being stressed in our class rooms and to bring expert speakers to throw more light on our undertakings so that our teachers would have a chance to grow while in service.

The exhibits on a whole showed that the unit and activity methods were being stressed and that these units centered around some of the main aspects of life; such as, better rural homes, a better knowledge and understanding of the natural resources of the community and the many uses that could be made of them, such as, materials from the forest from which baskets and furniture were made, and the soil upon which all vegetation must depend. Many of the schools brought miniature homes, showing such things as the proper location of privies, wells, barns, gardens and the importance of screening. Others dealt with the proper care of forests and the prevention of forest fires, still others showed the various uses of cotton, from the seed to the finished product. An excellent collection of original paintings was exhibited by Iulus Chisholm, a former pupil of the Training School.

We offered a \$5.00 prize to the teacher, and \$2.50 to the pupil, who had the best note book on how his unit was developed. Mr. C. G. Few, teacher of the Unity Model School for a unit on "Forestry," received the Teacher's prize. Ruby Atkinson and W. T. Nolan, Jr., from the Reho-

both School, tied for the pupil prize. Their books were on "Art through the Ages." A second prize was given to the Lanier High School, Mr. Reuben Dallas, teacher, for a unit on "Cotton." A third prize was awarded to the Rehoboth School, Mr. Clinton Talley, teacher, for a unit on "Art through the Ages." Forty-three schools received prizes; twenty were given printing outfits and the remainder hectographs.

Speakers

The main address of the day was delivered by Prof. Isaac Hathaway, instructor in the Art School at Tuskegee Institute. His address was full of interesting illustrations on how the elementary teachers could teach art to their pupils, and how rhythm could be added to art by drawing while a musical selection was being rendered by the band. Miss Rebecca Davis, teacher of rural education at the same school gave a very inspiring talk on unit development. Miss Abernathy, critic teacher at the practice school at Mitchels Mill, and also a representative of Tuskegee Institute, threw quite a bit of light on unit development, telling us how units were developed at that institution. Miss Juanita Coleman, founder and director of the Juanita Coleman Hospital at Demopolis, Ala., gave a talk on health and the plans of the school in providing preparatory courses for girls contemplating nurse training as a career.

Among the prominent white visitors were: Mr. G. M. Barnett, county superintendent of education, who has a deep interest in the progress of the Negroes of this county, and the secretary and treasurer of the County School Funds, Miss Minnie Stewart, both of whom spoke; Mr. R. P. Ramsey, general supervisor of classes in industry representing the Mill Company at Lanett, Ala., also gave an excellent talk. Some very good music was furnished by the Symphony Orchestra of Phenix City, Ala., under the directorship of Mr. Perry Tillman. A scholarship for use at the Juanita Coleman Hospital was awarded to an orphan girl, Georgetta Winston.

Mrs. Mamie I. Nolan, Jeanes teacher, was the sponsor of this Fair and deserves credit for the excellent showing that the schools made by the exhibits brought in and the very large attendance. We feel deeply indebted for the type of program brought to the school and feel that it was an inspiration to our pupils.

CRITICISMS

We believe that our readers should be apprised of the fact that since our magazine is mailed directly from our publication office in Baltimore, it is not possible for us to inspect every copy. This means that at times you may receive copies which may be defective. You can help us to make each copy as perfect as possible by advising us concerning such defects. Thanks!

Activity Programs! Why Have Them?

W. L. SAVOY

Confound those young brats! They will drive me crazy! If you have not either heard, thought or uttered such exclamations you are unique. For how many more centuries will adults and youths be divided into hostile camps on this question of what we grown-ups consider mischief? For ages we have hurled imprecations and handy objects at them; have "imprisoned" them on stools, in beds or in corners; have tried to absorb their dynamism in chores, assigned as punishments; have denied them play, affection and supper; and have spanked them with everything but the radiator—and that was fastened down. So what? They still drive us crazy.

Is it that as earlier generations thought, "Children are born of the devil", or that they are innately cruel? Or shall we take the more scientific view that they are animals, born to function and have no other place in which to do so than the same world in which we adults also live? Not even an idiot would credit a child with an instinct to lead him into civilized ways without guidance. Besides, where is the civilization which we most desire him to attain?

Difference Between Children and Adults

Let us gaze briefly through the "glass of recollection" and note a few of the kinds of things youth

does which annoy us. (1) In his world of play, he makes noises. We try to hush him up. Yet our garages, factories, transportation facilities, radios, animals and amusement devices are constantly immersing him with clamors. (2) He is as restless as perpetual motion itself, yet we urge him to be still. But look at us. We can't control our own speeding; we are forever going somewhere; we can't even organize our household tasks so as to enjoy a few hours daily of quiet. (3) We chide him for doing silly things—for showing off. Yet, to keep ourselves "serious" we bedeck ourselves in ornamentations called uniforms; we recite rituals which often we don't even comprehend; we preserve social customs which bore us to distraction. (4) He eats the inedible, bedecks walls and streets with alleged art, selfishly appropriates the property of others, squabbles, and tortures the weaker. So, by gosh, do we! Otherwise, why are malfeasance in government, crime, warfare, class strife and poverty yet major world ills?

"Good" Children, and "Bad"

Now, suppose we attempt to envision a race of youngsters who actually never did those things which we term nuisances. They would never cry or shout to one another. They would remain immaculate because they would not touch the soil,

because they would remain perched on stools where we placed them. They would never break anything, because they would obey injunctions not to touch this or that, and they would most daintily use their dolls, wagons or other toys. They would see a circus without following up with imitations of acrobatics upon our furniture, or would muffle their drums and guns when simulating our parades or warfare. When these gems of silence and stillness should reach maturity, and dust storms, droughts, floods, fires, famine, epidemics or other human problems would confront them, they would be about as effective as a Charlie McCarthy without an Edgar Bergen.

The trouble is that, we grown-ups want both to eat and have our cake. Way down to our toes we love and thrill to active youngsters, but we want both their activity, and freedom from shocks to our nerves. We even encourage activity by trying to make the baby smile and coo; through urging him to walk, talk or manipulate things; by trying to get him to outdo our neighbor's youngsters on the football or debating teams, or in getting a job. Of all adults, teachers suffer most from youth's super-activity, having large numbers of the heterogeneous offspring of others in close confines. Yet, not even for self-preservation, have they been able to evolve techniques for preserving desirable activity while minimizing its irritating outcomes. For both parents and teachers the crux of the whole problem of adult-youth relationship lies in the preceding sentence. Do we

want youth active? Yes. Do we want them to drive us crazy with their activity? No. Can anything be done to harmonize the two phases of the problem? Most certainly.

The Way Out

Let's be sensible. We can't eat and have our cake too. The idea of a generation lacking dynamism is not only ridiculous; it is revolting. We want freedom from incessant shocks, of course. The only reason that we still suffer is that we have lazily accepted youth's program instead of devising and selling him a better one. Certainly our civilization is defective, but it is better than none. Sell him what we have and give him a kind of training which will so thoroughly develop concepts of social relationships, of what his fellow man is like and will do, that he, through self-protection alone, will improve upon what we have. Thus—social progress.

Happily, the dawn of a school for youth rather than its teachers is visible in progressive areas. Even on the elementary school level extra-class channels for youthful expressions are beginning to appear. These channels coupled with the progressiveness which has placed the elementary school classroom ahead of that on other educational levels can, if skilfully utilized, remove those teacher-student barriers and hostilities which have traditionally made school a place from which escape is sweet. The teacher who continues to maintain that activities crowd out more essential subject matter and render the school a plaything, wasting students' time and

parents' money, is not facing the facts and grasping the essential points. Many fallacies are evident in educational approaches which have had generations in which to prove their worth. Numbers of students still dread school; truancy still flourishes; discouraged students continue to drop out before completing high school; teachers continue to develop jitters, crabbedness and loathings for students with spirit and vivacity; examinations continue to prove that much of our teaching is superficial; juvenile delinquency is far from diminishing beyond the state of serious social menace; the affairs of small and large groups of people still demonstrate low appreciation for values essential to harmonious living-together; the products of the traditional school, now in charge of affairs, are baffled, irritable, lacking in morale. The heritage of today's youth, passed on by us of the traditional school, includes the following: obscene literature, class hatreds, dishonesties in government, unwholesome living conditions, widespread unemployment, slums, economic injustices, and bases for future wars.

This is no mere vague theory too impracticable to utilize. It is related to formally presented rote music, whose purpose is vague to the student, versus learning to sing in a glee club or play in an orchestra or sing in a concert or broadcast over a radio; it is related to

formally drilled arithmetic versus handling computations and transactions connected with the life of the class or an affair of the school; it is related to the habitual dull calisthenics versus practice for participation in intramural contests and exhibitions; it is related to stilted, insincere composition versus writing for publication in a school paper, or for debate on a topic of significance to the affairs of the student body; it is related to the memoriter study of principles through participation in the control of the school; it is related to the uninspired drawing or painting of assigned subjects versus the creation of objects, posters or scenery for use or display; it is related to the presentation of all subject matter for which no appetite has been stimulated versus development of appreciation of the utilization or social worth of what is learned.

We have learned *what* to do. What we lack are the courage and will to break from an inefficient tradition and *do* it. Education will continue to drag behind social needs until we teachers acquire the attitude to depart from teaching *what we were taught* when experience decrees such departure to be wise and urgent. The bravest deed that we can perform is to recondition our nervous systems to accept, yea to cherish, all sounds and motions which make for sound development among youth.

READ IN THE JUNE ISSUE WHAT COLLEGE AND HIGH SCHOOL STUDENTS BELIEVE THEIR INSTITUTIONS HAVE DONE TOWARDS PREPARING THEM FOR LIFE'S ADJUSTMENTS.

Let's Organize College Science

L. L. WOODS

In calculus we have a nice term called "integration", which may be loosely defined as the summation of all the increments within certain limits. In this article I propose an integration of Science. The individual science departments of our one hundred ten colleges at once become our increments, and the summation proceeds through the welding together of all of these units into an effective and powerful whole through the formation of a "National Academy of Science".

We teachers of science in Negro colleges, mostly in the South, are denied the privileges of meeting with our respective professional organizations, but we need to get together to discuss our peculiar problems. That is imperative. We realize, further, that the several state-wide organizations we have are inadequate to fully meet the problems: being, of course, composed of seven or eight participating schools in each group and limited in its sphere of influence.

One of the truest of statements is that, "without a vision the people perish". The small college has been waiting a long time for some leadership from her larger sisters; but none has been forthcoming, and the future doesn't look any too bright. This is, indeed, a most regrettable circumstance. It is, also, a situation which can be remedied, because we are still ready and willing to accept their leadership.

In proposing a national organization for Science, we feel that two divisions would be necessary to be universally effective. These two divisions are: The Educational Division, and The Research Division. The purpose of the educational section would be to deal with our educational inconsistencies and other pertinent problems dealing with the physical sciences and mathematics. An example of the type of work that might be done would be the initiation of a national testing program for the purpose of standardizing course material, or some machinery could be set up for a coordination of high school and college science. This organization could, in my opinion, become a bulwark of strength against the crippling influence of poor methods of science teaching, and ill-prepared teachers.

The Research Division should be every thing that the name implies. It should be a vital, and powerful organization under-writing and encouraging individual investigation in the several colleges. This type of activity would remove us from the status of "second hand" scientists, and place us on a footing equal to that enjoyed by any other group interested in a creative endeavor. We have at least four nationally known chemists, two physicists, many biologists (including all its branches), and several mathematicians, whose work we need to encourage and attempt to follow. Many

of we lesser folk need the inspiration and impetus that these men can give. Again, the research section can make a contribution by becoming affiliated with business leagues, giving them the benefit of their knowledge to assist those in the commercial field, and to encourage others to enter it.

In concluding these remarks it is well to remember that, although we all do not agree that this is the way out for college science, it is at least something to think about. I hope that this or some other plan is adopted; for we can and must do something about it—NOW!

How Can the Community's Attitude Toward Education Be Altered?

ALICE M. GOULD

The general attitude of a community toward the school and education is a dominant factor in the success or failure of the aim of education. Educators have long been advocating making children come to school and like it. This is an excellent piece of advice to be considered and worked upon. However, those who are in this field throw up their hands and say "it is easier said than done."

Problem of Attendance

Just what should be the procedure for making a community send its children to school and like it? In too many cases children come to school because the school law says they must come until they are a certain age. A great many come counting the years that they must go. In many cases before the children can count the years the parents are counting them for them. "Just how many years must I go to school before I may stop and go to work

and make money or loaf?" It depends upon which of these has made the greatest impression upon the mind. Let's hope at least it is work.

The communities must be led, in some way, to realize that the educational provisions and privileges are for the community and not for the educated leaders of the community. A large percentage of our patrons are under the impression that they are accommodating the teachers to send their children to school. I am reminded of a teacher, whose duty was also to take census, who was urging a parent to get his boy in school before Christmas, so he might be up with his classmates. The parent answered, "Yes, I'll get him in Monday. I'll do that much to help you out."

Sometimes teachers and interested educators can do too much. We are anxious for good attendance, a good percentage of promotions, good rating in standard tests and other things in which we compete with

other school systems, and as small amount of re-teaching as is necessary. Therefore, when a child needs shoes or other clothing in order to attend school, we provide them ourselves. This is an immediate remedy for the situation, but ultimately it may create a problem worse than the first, namely, that of irresponsibility. When things like this are done, frequently we find parents shifting their responsibility to the teacher and community at large. They will make known that their child is absent and will not be in school until someone gets him some shoes or a warm coat. In many cases the child was late entering school and has missed many days working or keeping house while the parents worked. Often there is the attitude "Let the teacher get him shoes if she wants him in school. She gets paid for it." Does our act of kindness make for a lazy and complacent generation? If it does, how can this problem be solved?

Indifferent Parents

The "depression" and relief boards have been too lenient in many ways and perhaps too harsh in others. Parents sometimes feel that when their children need glasses or other medical attention the "W.P.A. or RELIEF" should assist them because their children go to a public school. Many parents think that the money which they make during the working season, usually summer, should be theirs to use to supply some of the pleasures which they have been going without all winter.

Ambitionless Pupils

In a community where education beyond high school is a rarity, it is most difficult to get students to see any real value in an education. In the first place the community sense of values is low. The lives of their parents suit them. A small wage with a hard day's work seems adequate. Education of a higher type is something remote. It is something to be thought of or looked forward to but never attained. It takes too much effort. There are too many things to discourage its attainment. As ridiculous as it may seem, children are scoffed at and ridiculed when they try to use proper English at home or show some upward trend or interest in the finer things.

A Possible Solution

Just what can be done in communities like this? Adult education seems to be a good suggestion as a solution to the problem. Strange to say, the main offenders cannot find time for anything so decent. The attendants are the same faithful few who will attend the Parent-Teacher Association and other worth-while community activities. They are the kind that will educate their children. But why don't *these* children come back and offer some stimulation to their community? A good question! They are only human. They know the sacrifice is too great. They have learned to appreciate the finer things, and why come back and try to develop them where they know scoffing and resistance will confront them, and in the end, perhaps, failure?

Many of us who work in smaller communities know such conditions are prevalent, but we seem unable to find a solution to the problem. Just what can be done?

(EDITOR'S NOTE: *Miss Gould has discussed a pressing problem which no doubt others have faced. What is your answer to the question? Please send it to us.*)

Lincoln-Grant School

The Lincoln-Grant School, of which Prof. H. R. Merry is principal and which serves the educational needs of Negro children of Covington, Kentucky, was dedicated in 1932. It cost \$325,000. It houses all grades from kindergarten through the twelfth grade. The first two floors of the building contain the elementary school. The entire high school, with the exception of the auto mechanics and manual training rooms, which are in the basement, is located on the third floor. A modern cafeteria, play rooms, locker rooms, showers, and the heating plant are found in the basement.

One of the principal features of the school is the auditorium, with entrances on the ground and second floors. It has a seating capacity of 600, which is ample for all the needs of the school. The basketball floor is another feature which attracts the visitors' eye. The gym is so arranged that the spectators will not in any way interfere with the players. The school has modern equipment in all departments. One of the show places of the school is a model flat, completely furnished. It serves to teach the pupils good housekeeping. The industrial arts program begins in the fourth grade, giving an opportunity to those pupils who may drop out before graduation to become acquainted with certain phases of occupational life.

FRONT VIEW OF LINCOLN-GRANT SCHOOL, COVINGTON, KENTUCKY.



Glimpses of Our Capital

THE NATIONAL ARCHIVES OF THE UNITED STATES*

The establishment of the National Archives of the United States marks the consummation of a movement for the care and preservation of the archives of the United States Government that was begun more than a century ago. The archives comprise the sum total of the documents, papers, and other records made or received in the transaction of public business by any official or agency of the Federal Government. More than three and a half million of these archives are to be found in the District of Columbia, while large quantities are scattered in Federal offices throughout the country and abroad.

A Hall of Records for the storage of noncurrent material was recommended by President Hayes to Congress in 1877, but no action was taken. Congress had previously, in 1810, appropriated \$20,000 for the building of a fireproof depository for the records and archives of the United States, and ignored all recommendations until 1913. During this period, valuable papers were burned by the British, and destroyed by occasional other fires, in expert handling, insects, dampness, and thieves. One Government official sold 400 tons of official records to a junk dealer because he needed the space for other purposes. These

losses and the congestion of material in the various Government buildings—many records were stored in the dome of the Capitol—gave impetus to a demand for a building for storage purposes, and in which the materials could be made accessible to the public. In 1913, Congress authorized plans for such a building, but the World War and other factors caused delays until 1926, when, upon the recommendation of President Coolidge, the initial appropriation, of an eventual \$10,000,000, was made. Ground was broken for the building, in the square bounded by Constitution and Pennsylvania Avenues, and Seventh and Eighth Streets, in 1931; President Hoover laid the corner-stone in 1933; and the building was officially opened in 1935.

The building, designed by John Russell Pope, is of Indiana Limestone and Massachusetts Granite. It is essentially a double one, consisting of two huge cubes, one inside of and projecting above the other. The inner cube is a gigantic concrete vault, containing 21 levels of stacks, and subdivided by fire walls and concrete floors into numerous smaller vaults or stack sections. The rest of the building is devoted to administrative offices, search rooms, a reference library, and an exhibition hall. The Consti-

*See front cover.

tution Avenue entrance is approached by an imposing flight of steps which lead through a mass of Corinthian columns to the bronze outer doors, said to be the largest in the world (they weigh 10 tons each, are 49 feet high, 9 feet wide, and 1 foot in thickness). Inside these doors is the entrance foyer from which the exhibition hall may be entered through a large metal gate.

The exhibition hall is in the form of a semicircular rotunda with a half-dome, rising to a height of 75 feet above the floor. It was designed to hold the Constitution of the United States and the Declaration of Independence, and has a central case for holding these documents on each side of which is an Ionic column with a shaft of green marble supporting a symbolic eagle. (These documents are now displayed under guard in special cases in the Library of Congress.) Two large murals in the hall, by Barry Faulkner, portray faithfully the persons associated with the adoption of the Constitution and the signing of the Declaration of Independence. Cases along the wall contain such documents as the annual messages of Presidents Buchanan, Grant, Monroe, and Thomas Jefferson; the Bill of Rights; the eleventh through the 21st amendments to the Constitution; and the Child Labor Amendment, which is still to be ratified by enough States to make it a law.

Once in the National Archives Building, the records are cleaned and fumigated, filed in fire-proof

containers on steel shelves, arranged as they were originally by the agency that produced or received them, classified, inventoried, and cataloged. These records may, subject to certain necessary restrictions, be consulted by any responsible person who has a legitimate reason for desiring to see them. Searchers may also use the catalogs, inventories, as well as the small library of reference books and Government documents; and if reproductions of documents are desired, they can be made in the building at moderate cost. Fire-proof storage vaults are provided for movie films, and there is an auditorium in which they may be exhibited.

The Pennsylvania Avenue entrance, which is reserved for those having official business, is guarded by two massive seated figures at each end of a paved terrace, one representing the *Past* and the other, the *Future*. Similarly situated at the Constitution Avenue entrance (see front cover) are figures representing *Heritage* and *Guardianship* with the following inscriptions carved on their respective pedestals: *The Heritage of the Past is the Seed that Brings Forth the Harvest of the Future*, and, *Eternal Vigilance is the Price of Liberty*.

(EDITOR'S NOTE: Most of the material for this article was taken from *Washington: City and Capital* and a circular, both of which are issued by the U. S. Government Printing Office.)



Field Notes From Jeanes Teachers

In recognition of the excellent service rendered to the education of Negroes by the 474 Jeanes Teachers in 505 counties in the South and the Virgin Islands, we are devoting this section of the magazine to accounts of their activities, in order that all of our readers may become better acquainted with their work. We are indebted to Dr. Arthur D. Wright, President, Dr. W. T. B. Williams, Field Agent, and Miss Shellie T. Northcutt, Special Jeanes Teacher,—of the Southern Education Foundation; and to the Jeanes Teachers in the field, for their cooperation with us in this effort.

Durham County, N. C.

(Mrs. Gertrude E. Taylor)

A pre-school clinic was held in five school centers last year for the first time in our county. The clinics were sponsored by the Interracial Committee and used only volunteer workers. I am glad to report that the County Health Department has included pre-school clinics for Negro children in its schedule for this year.

Oconee County, S. C.

(Mrs. Catherine B. Johnson)

Using as our slogan "The School for the Child", activities have been carried on in our county which have given the children and parents a better opportunity to realize that going to school is not mere preparation for life, it is life. The teachers have begun to make everything about their schools beautiful, clean, and wholesome. Our schools serve as the centers of social, industrial and educational activities in their respective communities.

Alachua County, Fla.

(Miss Ruth Lang)

Some of the activities in our coun-

ty are: inspection of buildings and grounds, organizing beautification clubs within the communities, reorganizing subject matter on the basis of the Florida State Course of Study, providing a list of educational magazines that will improve methods of teaching, organizing Parent-Teacher Associations, and, having teachers utilize discarded material by converting it into useful articles which the children are encouraged to appreciate through their use. All children in our county are inoculated for diphtheria and have been given the tuberculin test.

Rutherford County, N. C.

(Mrs. J. Walker Davis)

We have chosen the fascinating task of making something worthwhile from castaway and old materials. We use wrapping cord as crochet thread; burlap bags for making rugs, table runners, etc.; and waste from knitting mills to weave, on frames of our own make, rugs and shopping bags. The classes have also made luncheon sets, the table cloth from flour sacks and the napkins from sugar sacks.

Caswell County, N. C.

(Mrs. T. C. Beam)

When I came to this county 4 years ago, there were only 77 students in the high school and six teachers with a college education. Today, we have 370 high school students, 27 teachers with college education and 14 with normal education out of the 72 teachers in the county. Thirty students will graduate this year. Five busses will transport the students from the different sections of the county to the high school. The schools have put on a beautification campaign this year. At our county-wide P.T.A. meeting on April 25, a Rosenwald library was given as a prize to the school which had made the most progress in the campaign.

Lincoln County, Okla.

(Roy English)

Our basketball tournament was held March 26 with 15 teams participating. On April 1, the annual track and field meet of the county rural schools was held at the fair ground in Chandler. Although the weather was extremely unpleasant, every school was represented. On the following day the representatives of the various schools assembled at Douglass High School for their literary meet. The first 8th grade graduation exercise ever to be held in Lincoln County will take place on April 14. Our county P.T.A. met March 14, and made plans for planting a garden in each community with each local unit canning the food to be used in the schools next winter for hot lunches. All of our schools operated a 9-month school

term this year and will do likewise next year.

King William County, Va.

(Miss India Hamilton)

The exhibit to us is a part of the people of King William County. It had its beginning in the one-room school 24 years ago. The underlying principles of our exhibits are: to bring about a closer cooperation between the people of the County, and properly to educate the heart, head and hand. The exhibits consist of displays of academic and industrial work, a spelling match, floats, and dress parades. As an outgrowth of the exhibits have come the annual county-wide Junior Conference, annual Child's Play Day, the annual literary and music contest, and the health and citizenship centers among the adults. All of these activities by the 18 schools, 31 teachers and 1,070 pupils, along with the sentiment of the public of both races, have served to make our county a worthwhile place in which to live and to make a living. Our program emphasizes health, character, academic and industrial education.

Oklahoma County, Okla.

(Mrs. Mattie B. Kenyon)

My aim is to aid our rural teachers in the struggle to develop among our boys and girls the ability to earn a living and to live happily; to become better citizens; and to be able to make more constructive contributions to society. We believe that our schools should be places of sanitation, beauty, friendship, and learning. Our chil-

dren are being taught how to clean house and to make articles out of materials which can be found around the house. We are stressing, also, reading and the improvement of libraries. Our teachers meet in groups to discuss problems. Opportunities for social contacts are furnished through our county festival which includes both patrons and pupils. We are trying to destroy the idea of *getting something for nothing*. The children are encouraged to compete

against their own records instead of the records of other pupils. Our schools have improved about 60 per cent over last year, when only 3 of our elementary rural schools received accredited rating. This year there will be 5, while several others have missed by small margins. We have only 8 schools directly under my supervision and 4 independent districts. The accredited schools are in the dependent districts. Next year, we hope to have all our rural schools accredited.

Rights and Remedies of an Aggrieved Teacher

J. FLIPPER DERRICOTTE

Lurking somewhere in the neural mechanism of aggrieved teachers is a belief that some of their rights have been disregarded or breached; and that somewhere in the American judicial system there is a remedy. Oftentimes, however, an analysis of their beliefs or the acts causing their grievances will show that it is simply a state of mind. On the other hand, there are those whose grievances are supported by logic and reason and when the same is remedied, it is a benefit of a lasting and far-reaching nature. Let us examine, then, some of the rights and remedies of aggrieved teachers as have been adjudicated by the courts of our land.

In a celebrated case, Gloucester Grammar School, decided in 1410,

two masters of a grammar school at Gloucester had enjoyed a monopoly of the business of teaching the children of the town. The defendant started a rival school. As a result of his competition, the masters who as monopolists had received forty pence per quarter for each child now got but twelve pence. The masters relied upon this very substantial damage as ground for action, but they failed because they could not show a legal injury.

Dismissal

In an old Tennessee case, (*State vs. Leonard*, 3 Tenn. Ch. 177), it was held that "one appointed as a school teacher cannot maintain a bill in equity in the name of the state, to have another teacher re-

moved in his favor, since he has an adequate remedy at law". It was also held in another Tennessee case, (*Thompson vs. Gibbs*, 97 Tenn. 489), that "where a teacher wrongfully dismissed continues in possession of the school property, a court of equity will not aid the school board in dispossessing him". In a Mississippi case, (*Whitman vs. Owen*, 76 Miss. 783), the court issued a writ of mandamus at the instance of a teacher compelling the school officials to abide by the teacher's rights under a contract. A writ of mandamus or court order can also be used to compel reinstatement in a teacher's position, vacated unlawfully by the school officials. An injunction is not the remedy for a teacher who has been dismissed to enjoin another teacher from teaching his school, where the former teacher fails to appeal from his dismissal to the county superintendent of schools as authorized by statute, (*Moreland vs. Wynne*, 62 S. W. 1093).

Where the statute of the state specifically enumerates the causes for which a teacher may be removed or dismissed, he ordinarily cannot be removed or dismissed for any other cause. In a leading case involving the marriage of a female teacher, it was held in the case of *People vs. Maxwell*, a New York case, that "the provisions of the Greater New York Charter that teachers in public schools shall hold their positions subject only to the limitations of the act, and to the reassignment or removal for cause after trial on charges of gross misconduct, insubordination, neglect of duty, or

general inefficiency, are exclusive and a by-law of a board of education providing that if a female teacher marries, her place shall become vacant, is void as in conflict with the charter".

Just because students and parents are dissatisfied with a school teacher, is not sufficient cause for dismissing him before the expiration of his term; but only unfaithfulness or incompetency will justify his dismissal, (*McLellan vs. St. Louis Public School*, 15 Mo. App. 362).

Where a school teacher is wrongfully removed or dismissed before the expiration of the term of his employment, he is entitled to recover from the school district or the school board, the damages he has sustained by reason of the breach of his contract, (*Ewing vs. Dist. No. 3 School Directors*, 2 Ill. App. 453). Also in other cases in Indiana, Kentucky, Missouri, New York, Wisconsin, etc., (Note 41, Page 1095). Dismissed without a sufficient cause — damages, (*Wallace vs. Saline County School Dist.* No. 27, 50 Nebr. 171). Dismissed without the cause of his dismissal being ascertained and shown in the manner prescribed by statute or without a hearing, (*Damages, School Dist. No. 26, vs. McComb*, 18 Col. 240).

Disobedience

Where a teacher after due notice refuses to obey a rule prohibiting the reading of the Bible in school, and regarding other religious exercises, and continues such exercises, such act of insubordination is a

violation of his contract for which he may be dismissed. (*New Antioch Bd. of Education vs. Pulse*, 10 Ohio S and C Pl. Dec. 17.)

The refusal of a teacher to comply with a regulation requiring teachers to be vaccinated is a sufficient cause for his removal. (*Lyn-dall vs. Philadelphia High School*, 19 Pa. Super Ct. 232.)

Refusing readmission to a suspended pupil, after his action has been overruled by the school directors, justifies the dismissal of a teacher. (*Parker vs. Jefferson County School Dist. No. 38*, 5 Lea (Tenn.) 525.)

Undesirable Traits

In an Illinois case, it was held that failing to have the requisite qualifications of temper and discretion of a good teacher justifies a teacher's dismissal. (*Robinson vs. District No. 4 School Directors*, 96 Ill. App. 604.)

Cruel treatment and profane and abusive language toward pupils constitutes "incompetency or immorality" and is within the meaning of a provision authorizing a dismissal for such causes. (*Arnold vs. School Dist., No. 78 Mo.* 226.)

Occasional mistakes will not necessarily prove a teacher incompetent to teach that subject in which the mistakes were made. (*Holden vs. Shrewsbury School District*, No. 10, 38 Vt. 529.) Meeting the requirements in all respects except requisite qualifications of temper and the discretion of a good teacher justifies a dismissal.

Miscellaneous

In a famous Indiana case, *Crawfordsville vs. Hays*, 42 Ind. 200, it was held that "where a teacher in a public school, although he has been employed for definite length of time, proves to be incompetent and unable to teach the branches of instruction he is employed to teach, either from a lack of learning or from lack of capacity to impart learning to others, he may be dismissed".

That a teacher is on bail for attempted rape, and is reported to be the father of illegitimate children, is sufficient cause for rescinding his contract. (*Tingley vs. Vaughn* 17 Ill. App. 347.)

Tardiness, (*School directors vs. Birch*, 93 Ill. App. 499), unavoidable delay in opening school, (*Turner vs. Hampton*, 30 Ky. L Rep. 179), and where a school teacher leaves his school without good reason or statement as to his returning, even though he places a substitute in his place, are all causes for dismissal.

Where a teacher's contract is annulled by the school board during a vacation, and before the time for the commencement of his services, that teacher need not immediately seek other employment, but may insist on the contract and tender his services at the stipulated time. (*Farrell vs. Rubicon Tp. School Dist. No. 2*, 98 Mich. 43.)

As a general rule a school teacher is entitled to the compensation agreed to be paid to him when and only when, he has been regularly appointed, and has performed his

services in a least substantial compliance with the terms of his contract of employment and with the requirements of the law, and the rules and regulations of the school board.

Closing school because of con-

tagious disease, or destruction of school building will not relieve the school board or district from payment to the teacher, as same are not generally held to be an Act of God, nor of the public enemy.

(To be concluded.)

Tips for Teachers

Kentucky

Negro Education in Kentucky, a comparative study of white and Negro education on the elementary and secondary school levels, by Leonard Ephraim Meece, was published in March by the Bureau of School Service, College of Education, University of Kentucky in Lexington. This bulletin (volume 10, number 3) and volume 5, number 1, entitled *Higher Education for Negroes in Kentucky*, "combine to give a comprehensive description and evaluation of the total program of Negro education in this state". They may be purchased for 50c each from the University.

Virginia

More Profits, a publication by the students and staff of the School of Business at Hampton Institute is issued "for the purpose of promoting more and better business". The magazine contains reprints of significant articles in its field and statistics on Negro business. The subscription rate is \$1 a year.

Michigan

Modes and Motors, a recent publication of the Department of Public

Relations, General Motors Corporation, Detroit, Michigan, "not only tells the story of how automobiles, accessories and other products are designed in the styling section, but also briefly covers the development of artistic principles from the time of Ab, the first known artist". Copies of this booklet may be secured without charge.

Georgia

Two interesting and significant contributions have recently been published by the colored division of the National Youth Administration of Georgia with headquarters in Atlanta. Bulletin number 6, *Occupational Status of Negro College Graduates in Georgia—1937*, by Walter R. Chivers, presents a "composite factual picture of the occupational status of college-trained Negro youths in Georgia"; while bulletin number 7, *The Secretarial Field as a Career for Negro Girls and Boys*, by C. Janet Clark, considers the required training, personal qualifications, opportunities for employment and possibilities in the secretarial field. Information may be secured concerning these bulletins from the Atlanta office of the NYA.

■ The Division of Negro Education of the Georgia State Department of Education regularly releases interesting bulletins which should give many helpful suggestions to teachers. These are prepared under the direction of the State Supervisor of Colored Elementary Schools. Mrs. Helen A. Whiting, and include such titles as *Guide to Developmental Program of Demonstration Schools in Georgia*, *Reading and Language Materials on our Life-Related Enterprise*, *Life-Related Teaching at Center Hill School*, and *Sketches from the Field*—reports on activities among the teachers throughout the State. Please address all inquiries to Mrs. Whiting.

New York

Four publications relative to opportunities for employment in new fields have been issued by the National Occupational Conference. "They are units in a series covering a wide range of occupations, and have been made possible by a grant from the Carnegie Corporation of New York." They consist of an appraisal and abstract of available literature on *The Occupation of the Radio Service Man*, *Occupations in Aviation*, *Diesel Engine Occupations*, and *The Occupation of the Air Conditioning Engineer*. These publications may be bought for ten cents each from the National Occupational Conference, 551 Fifth Ave., New York City.

District of Columbia

The Committee on Youth Problems of the Office of Education,

United States Department of the Interior, have prepared a series of bulletins on Youth. These publications are designed "to assist communities and youth agencies, with the aid of youths themselves, to develop the best possible programs" particularly for assisting the "young people who leave school but cannot find jobs". Included are the following titles: *Finding Jobs*, by D. L. Harley, Bulletin 1936, No. 18-V (10c); *Education For Those Out of School*, by H. B. Swanson, Bulletin 1936, No. 18-III (10c); *Vocational Guidance For Those Out of School*, by Harry D. Kitson, Bulletin 1936, No. 18-IV (10c); and *Leisure For Living*, by Katherine Glover, Bulletin 1936, No. 18-II (15c). These are for sale by the Superintendent of Documents, Washington, D. C.

■ *Conservation in the Education Program*, by William H. Bristow and Katherine M. Cook, Bulletin 1937, No. 4 (10c), issued by the Office of Education, provides "school officials and others interested with information concerning progress made in introducing conservation into the school program" and helps "to stimulate further progress through a description of instructional practices which have been successfully followed in a number of school systems". For sale by the Superintendent of Documents, Washington, D. C.

■ Five publications of the Office of Education recently issued are: *List of Publications of the Office of Education, 1910-1936* (including those of the former Federal Board for Vocational Educa-

tion for 1917-1933), Bulletin 1937, No. 22 (free)—included are author and subject indexes; *Personnel and Financial Statistics of School Organizations Serving Rural Children, 1933-34*, leaflet No. 32 (5c), prepared by Lester B. Herlihy and revised by Emery M. Foster and Katherine M. Cook; *Adult Education*, by Maris M. Proffitt, Bulletin 1937, No. 2 (10c); *Review of Conditions and Developments in Education in Rural and other Sparsely Settled Areas*, by Katherine M.

Cook, Bulletin 1937, No. 2 (10c); *Effects of the Depression upon Public Elementary and Secondary Schools and upon Colleges and Universities*, by W. S. Deffenbaugh, Bulletin 1937, No. 2 (10c). The last three bulletins are chapters 4, 5 and 6, respectively, of volume 1 of the Biennial Survey of Education in the United States: 1934-36. For distribution and sale by the Superintendent of Documents, Washington, D. C.

A Program for the Junior High School Social Studies

TINSLEY L. SPRAGGINS

The purpose of this article is to discuss a way the Social Studies can be taught to meet the aims of the Junior High School. In writing on this topic the aim of the Junior High School will be linked with that of the Social Studies. A desirable way to achieve this aim is to teach History and the Social Studies backward and use the Morrison type unit.

Objectives

The most commonly accepted definition of a Junior High School is that it is an institution which offers differentiated courses of study adapted to the varying needs, abilities and aptitudes of the boys and girls in their early adolescence, which will contribute to the whole-

some individual and group living in any situation. With this in mind an integrated program in the Social Studies makes much richer and fuller experience for the individual than separate courses in history, geography, economics and sociology. The Junior High School should offer a three-year social science program. It should be built around the needs and interests of the students and should consist of problems that will help the pupils to understand, interpret and participate in the social world about them.

The Present and Past

In teaching the pupils to understand the present day problems the teaching of the social studies should begin with contemporary times.

John Dewey says, "The true starting point of history is always some present day situation." We must constantly keep in mind that we are today educating for tomorrow with materials of yesterday. The event in itself is important only as it is a part of the great movement of civilization. How can we give an adolescent so vitally concerned with the movement, a series of facts of fifty years ago and expect him to see their value today? Yes, we can point out the connections but what of the future? We will not have him under us when the next tutor comes along. We must prepare him in order that he may interpret it himself.

The unit method of instruction can make the Social Studies very interesting. What does the pupil care about ancient happenings in history? The current magazines and newspapers are filled with present day problems. A progressive teacher would connect the present with the past. This means that the child would take up the study of history or some of the other social sciences with certain interesting problems which will culminate into a unit. This brings us to the question of what is a unit?

A Suggested Method

Morrison says, "A unit is a comprehensive and significant aspect of the environment, or organized science, capable of being understood rather than merely being remembered." Before attempting to plan a unit the teacher should consider the following things: the necessary material to be used, the limitation of

the pupils, the age and grade of the group, the type of pupils and time allowed.

The Morrison plan provides for group activities, cooperation, constructive thinking and individual differences which are the aims of the Junior High School. Morrison lists five steps in his "teaching cycle", each to be completed before going to the next step. The cycle is as follows:

1. Exploration: The teacher ascertains the students' background for starting such a unit. This can be done by a lecture or asking questions.

2. Presentation: Present major essentials of the unit followed by a test, if the pupils do not understand the unit the lecture or questions are given again.

3. Assimilation: The pupils begin to assimilate the material they will use. Here the students begin their various activities such as reading, talking with each other, consulting with the teacher, etc. As one activity is completed another is started.

4. Organization: The class comes together again and is required to write and outline the work, which will prove that it is understood.

5. Recitation: Here a series of talks are given by four or five pupils. The other members of the class will do written work. After this is completed the teacher starts on another problem. This cycle will revolve in the same order.

An illustration of the Morrison plan is given below to give the reader a clear idea of how it works.

Exploration; Time — 1 period:
The student has read current pe-

periodicals about labor wars between the capitalist and the worker, about the three European dictators, communist propaganda and about class struggle. Questions are asked by the pupils about these topics. All desire to know what they mean. The teacher will make a short lecture and ask the students about working on the following topic, "How and why are men denied the freedom which Social and Mechanical Invention make possible?" (This deals with extension of freedom.)

Presention; Time—1 to 2 weeks; Major Problems: 1. How does class rule tend to deprive men of freedom and justice? 2. How do organized minorities retard the extension of freedom? 3. How does child labor retard freedom?

From each of these major problems minor topics may be selected from various sources; however, in selecting them they should be outlined from Contemporary times then proceed to Modern times, Medieval, Ancient and Primitive times.

Assimilation; Time—3 to 4 weeks: The students begin to absorb the material they will find in texts, periodicals and pamphlets. They will also have outstanding speakers, who are an authority on the topic, to address them. Other activities which they may engage in are: excursions,

debates, formal and informal discussions, dramatization, pageants and making maps, graphs, charts and posters.

Organization; Time—1-2 periods: The student will make an outline of what he has done, and the materials studied. This will help him to find out how much he has learned.

Recitation; Time—1-2 periods: Some of the students will give a talk and the other members of the class will do written work. When this is completed the second major problem is studied.

In this type of unit the emphasis is upon doing, initiative, originality, creative effort, critical thinking, social relationship and real enjoyment. It can be successfully worked out in a class in history, civics, sociology or economics.

Some teachers think they have worked out a unit when they have placed around the room some pictures, clippings and drawings. One must admit that these things add to the appearance of the room, but have the pupils obtained any knowledge of present happenings? The growing adolescent is desirous of knowing about the social, economic and political problems about him. Life to him is more than a "crust of bread and a corner to sleep in".

ANNOUNCEMENT

We are pleased to announce the appointment of Mr. T. Shelton Coles as Field Representative of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES. Courtesies which our readers and friends may be able to show him will be appreciated by us.

THE NATIONAL EDUCATION PRESS, INC.

Cultivating Goodwill in the Community

J. B. EDMONSON

In The Journal of the National Education Association

The teacher is a most important agent for cultivating goodwill on the part of the patrons of a school. In order to be successful in this work, the teacher should give special consideration to some of the requirements for teachers that parents would define. The list given herewith may have value as a basis for an appraisal of practices that affect favorably the school's program for cultivating the goodwill of a community.

1. Parents want teachers to treat them with a marked degree of courtesy and respect when they visit the school.

2. Parents want teachers to be sufficiently interested in knowing them as parents to take advantage of opportunities to meet and to talk with them about their children.

3. Parents want teachers to know their children well enough to appreciate their virtues as well as their faults.

4. Parents want teachers to treat their children with dignity and respect, and they particularly resent the use of terms of contempt.

5. Parents want teachers to give them a reasonable amount of warning concerning any unusual expenditure of money for books, supplies, or social affairs.

6. Parents want teachers to inform them concerning any impending

crisis in a pupil's school relations before the situation becomes very serious.

7. Parents want teachers to give special attention to the protection of the health of their children.

8. Parents want teachers to emphasize the mastery of certain fundamental skills in reading, writing, and other tool subjects and to emphasize the training of children in certain effective habits of study appropriate to various levels of learning.

9. Parents want teachers to place special emphasis on instruction in matters of honesty, fairness, cooperation, respect for the rights of others, purity of speech, and other desirable qualities of conduct.

10. Parents want teachers to train their children in such a way as to enable them to make reasonable progress in their school subjects, and if pupils are not successful, parents want the teachers to be able to diagnose their difficulties.

11. Parents want teachers to develop a spirit of goodwill and success in the school groups, so that their children will like to go to school.

12. Parents want teachers to assign home work in such a way that it will be self-motivated. Unless this is done the parents must enforce study "by the rod."

13. Parents want teachers to express a greater degree of confidence in the children than the parents may seem to possess.

(J. B. Edmonson is dean, School of Education, University of Michigan. Reprinted from The Journal of the National Education Association, September, 1937.)

EDUCATIONAL NEWS AND EVENTS

Appointed

Edward Lawson, formerly Special Assistant to the Administrator of the Works Progress Administration, has been appointed as managing editor of *Opportunity* (Journal of Negro Life).

Frank S. Horne, formerly Assistant Director, Division of Negro Affairs of the National Youth Administration, has been appointed as Assistant Consultant on Racial Relations, United States Housing Authority.

Named

Sherman D. Scruggs, Ph.D., Supervisor of Instruction in the public schools of Kansas City, Kansas, has been elected to the presidency of Lincoln University, Jefferson City, Missouri. Dr. Scruggs will begin his duties at the close of the present school year.

Horace Mann Bond, Ph.D., Dean of Dillard University and at the present on leave of absence to participate in a study of problems of rural education in the South, sponsored by the Julius Rosenwald Fund, has been named as head of Fisk University's Department of

Education. Dr. Bond's duties at that institution will begin with the summer quarter.

S. 419

To be proposed in the third session of the 75th Congress is an amendment to Senate bill number 419. This amendment is to be entitled "Federal Aid to Education Act of 1938", and is intended to be proposed in the Senate of the United States by Mr. Harrison and Mr. Thomas of Utah. One of its propositions is to authorize the appropriation of \$540,000,000 between 1939 and 1945 "for the purpose of lessening inequalities of opportunity for elementary and secondary education, among States and within States", and states that the plan must "in States where separate schools are maintained for separate races, provide for an equitable apportionment of such funds for the benefit of schools maintained for separate races (without reduction of the proportion of State and local moneys expended for schools for minority races)". It also makes provision for equitable distribution of funds for separate races for

adult education and for library service for rural inhabitants. Copies of this bill may be secured through your Senator or Representative.

Race Relations

The Institute of Race Relations will be held at New York University July 25 to August 12 and will form a part of the offering of the summer session of the School of Education of that Institution. The Directors of the Institute are F. C. Borgeson, New York University; Charles S. Johnson, Fisk University; and Otto Klineberg, Columbia University. Outstanding Negro and white lecturers will be heard during the session.

New Opportunities for Negro Youth

A recent National Youth Administration circular indicates that 55,000 young Negro men and women, ages 16 to 24, are receiving general education, practical training, guidance, work experience and healthful recreation under its program. These young people are receiving over \$500,000 a month as direct work-aid benefits from the NYA.

Track Meet

The initial Southern Conference Track and Field Meet was held on the Atlanta University Athletic Field on April 23, before 3,500 spectators. Xavier University won the W. A. Scott Memorial Trophy by capturing ten first places and a total of 65 points. Tuskegee and Morehouse placed second and third with 33 and 30½ points respectively. Florida A & M College finished fourth.

Achievement Day

The Bossier Parish Annual Achievement Day in Homes and Schools was observed on April 2 in the Bossier Auditorium in Benton, Louisiana. The theme of the day was "Fourfold Development of the Child". Prof. Jack Strong, Principal of Bossier Parish Training School, and Mrs. Inez S. Haney, Supervisor of colored schools, were among the school officials taking part in the celebration. The pupil activity included spelling, history, singing and oratorical contests.

Teachers' Meeting

The Professional District Teachers' Meeting was held at Holloway High School, Murfreesboro, Tennessee, on March 12, under the direction of co-chairmen S. G. Greene and H. L. Allison. Speakers from Nashville and surrounding cities were presented during morning and afternoon sessions.

College Activities

★ The foundations have been laid and the stonework begun on Morgan College's new \$226,700 library building. The bookstack will have a capacity of 150,000 volumes, with provisions for 54 carrels for individual study purposes. In addition to the rooms provided for the library, the building will contain a suite of offices for the President of the College.

★ Bennett College held its 12th annual Home Making Institute during the week of April 18. The theme of the Institute was "Health and Economic Aspects of Family Life". The programs included prominent persons as speakers, a

play, the annual Fashion Show, and exhibitions in the Home Economics Rooms. Dr. Flemmie P. Kittrell was the director of the Institute.

★ A limited number of graduate scholarships will be available, to students meeting the necessary qualifications, at Atlanta University for the 1938-39 college year. Graduate courses in biology, chemistry, economics and business administration, education, English, French, history, Latin, mathematics and sociology will be offered to the persons securing these scholarships. President Rufus E. Clement has announced that all applications should be returned on or before June 1, 1938.

★ Spelman College celebrated the 57th anniversary of its founding on April 11. Featured during the day was an address by Miss Fannie C. Williams of New Orleans; a demonstration by the Dance Group; and a brief memorial service for the founders of the College.

★ The Home Economics Club of Hampton Institute took part in the national celebration of Better Homes Week, April 24-30. A steering committee worked, under the direction of Lois E. Spencer, a member of the junior class, as a unit with the Home Economics Club of Phenix High School in order to have the movement touch the communities nearby through the Phenix School pupils. Prizes were awarded the winners of the essay and poster contests.

READ IN THE JUNE ISSUE WHAT ADMINISTRATORS AND TEACHERS THINK ABOUT THE CONTRIBUTIONS OF THE SUMMER SCHOOL TO THE IN-SERVICE TRAINING OF TEACHERS.

★ Howard University's School of Engineering and Architecture presented its annual "Open House" activities on Friday evening, April 8, as a part of its vocational guidance program. Special demonstrations in the engineering laboratories and exhibits of student work in Architectural and Engineering design were given. Also included was a trip through the University's new heat, light and power plant. This plant is the largest of its type completely staffed by Negro technical engineers and operators.

★ With over 250 representatives from 11 North Carolina colleges in attendance, the College Students Christian Conference, which met at Shaw University on Sunday, April 3, voted to establish the conference as an annual affair and to hold the 1939 meeting at Shaw University "because of the fine hospitality and enthusiasm demonstrated by the students of the host institution".

★ More than 200 Missouri high school seniors came to Lincoln University, Jefferson City, on May 7 for a day devoted to their entertainment and enlightenment. During the day the finals of the State High School Track and Tennis Championships were held, and also the initial State High School Music Festival, and Speech and Typing Contests, at which the second ranking world's speed typist, Cortez Peters of Washington, D. C., gave an exhibition of speed and stunt typing.

DIGESTS AND REVIEWS

Enrollment in Negro Colleges and Universities, 1937-38

In the April issue of *The Journal of Negro Education*, Martin D. Jenkins, Dean of Cheyney State Teachers College, presents the results of a study involving 98 Negro institutions of higher education. In summarizing his findings, Dr. Jenkins concludes that "Approximately 35,350 college students were enrolled in 110 Negro colleges and universities during the Fall term 1937-38; this represents an increase of 5.5 per cent over the preceding school year. Freshman enrollments, however, have decreased approximately 2.6 per cent. A few more than 4,148 students completed four-year courses in these institutions. The five Negro institutions of higher learning now offering work leading to the master's degree enrolled a total of 385 graduate students during the Fall term, 1937-38, a decrease of 10 per cent from the preceding school year. These institutions conferred 115 master's degrees during the school year 1936-37."

A Land-Grant College Guides Its Students

Roy K. Davenport, Registrar of South Carolina A. & M. College, tells of the program which that institution has for diagnosing its freshmen students; guidance in social adjustment; and imparting vo-

educational information to all of the students, in the January issue of *The Quarterly Review of Higher Education Among Negroes*. Mr. Davenport states that "*Liberal thought* in our colleges will recognize the possibilities of guidance. *Liberal administration* will facilitate guidance methods. *Enlightened students* will appreciate the effort directed toward them. When such a state will have been achieved, and only then, Negroes may hope to reach greater heights. It is such a position that South Carolina A. & M. College seeks for its students."

A "Time-Schedule" for Principals

"The duties of the principal of the school are so important, and so many and varied, that the problem of organizing his time deserves careful thought and attention," write Superintendent L. E. Turner of Murtaugh, Idaho, and Belle Tyau, of Honolulu, Hawaii, in *The School Executive* for April. "After the principal has made an analysis of his job, he should make a time budget. This involves setting aside a definite time each day, for each type of activity", continue the authors, who give many helpful suggestions for saving time in dealing with teachers and supervisory duties. In regard to the latter, they state that "Although different locations and conditions will demand different ap-

plications of the standard, each principal should strive toward the goal of saving an adequate amount of time *for* supervision. He must use his time wisely *in* supervision and keep the welfare and interests of the boys and girls before him as the most important check on his activities." In the same issue is a 75-word test for teachers under the title *Schoolmen—Test Yourself!* It was prepared by Dean W. W. Ludeman of Southern State Normal School, Springfield, S. D., who has also provided a key for checking the answers.

Elimination of One-Teacher Schools

The March issue of *School Life* presents a 20-year history of one-teacher schools by Walter H. Gaumnitz, Senior Specialist in Rural Education Problems in the Office of Education, who concludes that "Even the most superficial examination of American life today will show that most of the factors which made the one-teacher school so indispensable to our earlier history are still active in thousands of places. Many country roads are still poor, the climate is still severe, and the farms are still large and growing larger. The importance of the one-teacher school in the total picture may be on the wane but it still forms a significant part of our school system and it promises to continue to do so for generations to come. To regard this institution as a thing of the past no longer justifying the time and effort of school leaders to seek improvement would seem from the statistics and arguments available to be an erroneous

point of view and a short-sighted policy."

Today's Boy and Girl

"Do we, in our enthusiasm to have every child participate in some form of activity, force our program on him to the extent of present satiation and of later revulsion as the child enters adolescence and assumes greater control over his environment?" queries Grant C. Brandon, Director of Recreation in Lancaster, Pennsylvania, in *Recreation* for April. The writer compares the children of 25 years ago with those of today as to their play activities and opportunities, and stresses the need for providing adequate recreational activities for those "privileged to graduate from high school and attend college". "Taking for granted", he continues, "that our adolescent participation in active games is lessening at an alarming rate, can this be explained by any of the following questions: 1. Has the adolescent outgrown the leadership offered by the community? 2. Can our answer be found in the great increase in the spectator crowd, due partially to the better type of entertainment offered by our major teams, and the increasing technique required to play on the team? 3. Is our program at fault in not supplying the types of activities that appeal to the 'almost adult' mind of our adolescent? A partial solution for these questions can be found in our planning for recreation and in dealing particularly with the adolescent, if all our programs be worked out *with* the adolescent instead of *for* them."

The Parental Role in Children's Friendships

"Most parents have a pretty clear picture of the type of friends they want for their children. It would be very gratifying to many of us to be able to form an ideal in this regard and to carry it out without friction", states Lee R. Steiner in the April issue of *Child Study*. The writer gives almost a plethora of helpful suggestions for handling as well as discovering the situations which develop in children's friendships and concludes that "There need be no—or at least very little—conflict between you and your child's friends if you really understand him and the mores of his group, if you give him intelligent guidance in terms of his own future, yet always grant him the right to be an individual. But this same development as an intelligent individual gives him, also, the right to have an honest difference of opinion with you. If his choice is not a destructive influence, you should not interfere with it. You may not always approve of all of his friends or all of their actions, but what of it? Your parents probably did not approve of all of your friends." In the same issue is *Children's Books*, a miscellany suggested for the summer vacation.

You Might Also Like to Read—

♥ *My Pupils Learn in Spite of Me*—Joseph R. Ransome tells, in the March issue of the *Virginia Teachers Bulletin*, of the results of his course in Negro history at Armstrong High School, Richmond, Virginia.

♥ *Fundamentals of the Teaching Process*—An interesting and highly informative contribution by Oscar J. Chapman, acting head of the Department of Education at Arkansas A. M. & N. College, to the March issue of *The Bulletin of the Association of Teachers of Negro Youth of Arkansas*.

♥ *Did you Ever Lead?*—Harold A. Anderson gives much helpful information to those interested in leading group discussions in the March issue of *Student Life*.

♥ *Rebuilding the Waste Places after War*—A section of the April issue of *The Negro History Bulletin* is devoted to a presentation of materials dealing with the activities of Negroes and others during the Reconstruction period after the close of the Civil War.

♥ *The Movies and Propaganda*—Some thought-provoking points are included in this article which is reported in the April issue of *The Education Digest* (from *Propaganda Analysis, Monthly Letter*, 1, March, 1938).

♥ *Improvement of Reading in Ungraded Classes*—Elizabeth A. Walsh, director of the Bureau for Children with Retarded Mental Development of the New York City Schools, "relates a plan worked out by the members of her staff in co-operation with the ungraded class teachers of the city and a committee of the New York Chapter of the International Council for Exceptional Children" in the April issue of the *Journal of Exceptional Children*.

♥ *Statistics of High School Graduates*—Frank B. Lindsay, dean of men and chairman of the Division of Engineering and Mathematics at San Bernardino Junior College, presents, in the April issue of the *California Journal of Secondary Education*, “a group of data dealing with public high school graduates entering higher institutions in California, 1931-1936”. Presented in the March and April issues of this magazine is a symposium on *Evaluation in the Secondary School*.

♥ *Education for Family Life in the Secondary School Curriculum*—An extensive and comprehensive unit on the place of family life in the curriculum is presented by Gordon N. Greer of Searsdale High School, Searsdale, New York, in *The Social Studies for Secondary School Teachers* for April.

♥ *Low-Cost Guidance for Secondary Schools*—Milton Hahn, Director of Guidance in the St. Paul, Minnesota Schools, reports on the progress of a “coordinated clinical guidance program designed to embrace the major problems of occupational adjustment as thoroughly as possible under financial limitations and a restricted personnel” which was started in the 13 secondary schools of St. Paul in September, 1937, in *Occupations* for April.

♥ *How Tuberculosis Education was Developed in the Phoenix Union High School*—David B. Treat, Director of Public Health Education, Flint, Michigan, gives an interesting and informative account of the development of a tuberculosis education program in the

high school in Phoenix, Arizona, in *School Management* for April.

♥ *Sixty Educational Books of 1937*—Presented in the April issue of *The Journal of The National Education Association* is its annual annotated and classified list of the most outstanding educational books published during the past year.

♥ *Home Accident Prevention*—John Melpolder, consultant on home and farm accident prevention for the American Red Cross, discusses the “exceptional opportunities to serve the cause of home accident prevention” of the home economist, in the April issue of the *Journal of Home Economics*.

♥ *A Balanced School Music Program*—A description of the music program in the school system of a medium-sized township in New York State is given by F. Colwell Conklin, President of the Eastern Music Educators Conference, in the *Music Educators Journal* for March.

♥ *Mexico*—The illustrated unit of work presented in the April issue of *The Instructor*, by Katherine L. Julian, teacher of social science in Central School, Wilmette, Illinois, gives a “glimpse into the country of Mexico, its history, its social problems, and its interesting art”.

♥ *Students Leaving College Before Graduation*—John H. McNeely, Specialist in higher education, Office of Education, reports the results of an analysis of data from 25 universities, one of which was Negro, relating to the extent to which students leave college before graduation.

tion, in *School Life* for March. In the same issue is a presentation of data on both Negro and white teachers in an article, *Average Salary of Teachers, Supervisors, and Principals*, by David T. Blose, Associate Specialist in educational statistics.

♥ *The Vocabulary and Spelling Errors of Third-Grade Children's Life-Letters*—James A. Fitzgerald of Loyola University, Chicago, Illinois, presents, as a result of a study, a list of 692 words used 10 times or more in 1,256 letters written by third grade children in life outside the school, in the March issue of *The Elementary School Journal*. This valuable list includes the frequency of use of the words as well as the number of times they were misspelled. In the same issue Florence L. Goodenough, University of Minnesota, presents an annotated bibliography of *Selected References on Preschool and Parental Education*.

♥ *The Study of an Aquarium*—A unit in elementary science by Glenn O. Blough and Ida K. Brink, both of the State College of Education, Greeley, Colorado, in *The Grade Teacher* for April. Details are included for the construction of an aquarium and the study of some of the fish which may be secured from ponds and streams in or near most rural and urban communities.

♥ *Guiding the Adolescent*—Frank Howard Richardson talks directly to parents and gives them much helpful information about guiding adolescent young people in his article in the April issue of *Hygeia*.

♥ *Negro Farmers Look Ahead*—Albon L. Holsey, a field officer of the Agricultural Adjustment Administration station at Tuskegee Institute, "explains the provisions and safeguards" of the Agricultural Adjustment Act of 1938 as it pertains to "the Negro agricultural worker in the South", in the April issue of *Opportunity*.

♥ *Directory of Collegiate Deans and Registrars in Negro Colleges*—Presented in the January issue of *The Quarterly Review of Higher Education Among Negroes* is this very useful directory prepared by George W. Gore, Jr., Dean of Tennessee A. & I. State College. In the same issue are ten inaugural addresses delivered by new presidents of some of the major white and Negro colleges.

♥ *A Word Picture of the Colored Hotel Situation*—James A. Jackson, Special Representative of Esso Marketers, presents an interesting and thought-provoking account of his visits to 41 per cent of the colored hotels, in *Service* for April.

♥ *Just How "Different" Is the Negro?*—In the April issue of *The Crisis* is "a scholarly and restrained discussion of intelligence tests of whites and Negroes in America" by Reid E. Jackson, associate professor of education at Dillard University. In the same issue, V. V. Oak, head of the school of commerce of North Carolina College for Negroes, gives much interesting and factual data in his article, *Business Opportunities for Negroes*.

♥ *What Pupils Think of Pupil Activities*—Walter Crosby Eells presents a report on one phase of the Cooperative Study of Secondary School Standards in *The Clearing House* for April. "Readers of this article will learn the judgments of more than 17,000 pupils in 198 high schools in all parts of the country on the activity programs of their schools." In the March issue of the same magazine, there is a whimsical account of applicants for faculty positions written by R. C. Nichols, superintendent of schools in Miami, Oklahoma, and entitled *What Manner of Men—?*.

♥ *Screen Process as a High School Subject*—John E. Washington, commercial art instructor in Cardoza High School, Washington, D. C., gives a brief discussion of the screen-process work done in his classes in the February issue of *SIGNS of the Times*. This is the first public or private school in Washington to teach this type of poster work.

♥ *Housing in Baltimore in Negro Areas of Settlement*—Earl R. Moses, Department of Sociology, Morgan College, presents an analysis of the housing situation among Negroes in Baltimore and suggests a number of needed studies "which might profitably be made dealing with housing in Negro areas of settlement", in *The Morgan College Bulletin* for March.

♥ *The Relationship of the College to its Community*—James T. Morton, Jr., Department of Psychology, Bennett College, gives the results of

a survey by the faculty Committee of Community Relations which sought to secure enough information to enable the college to know the community in which it was located, in the December, 1937, *Bulletin of Bennett College*.

♥ *The Continuing Services of Hampton Institute for the Masses*—The April issue of *The Southern Workman* presents "some suggestions of the methods being used in Hampton Institute to enrich life in the places where so many of the colored people live".

BOOK REVIEWS

■ *Depression, Recovery and Higher Education*, Committee Y, American Association of University Professors (Malcolm M. Willey-ed.) (New York and London, McGraw-Hill Book Company, Inc. 1937. 543 pages).

This volume constitutes the report of Committee "Y", a special committee appointed by the American Association of University Professors to study the effects of the depression upon higher education. The committee sought to discover exactly what the depression was doing to the colleges, the teachers, and the students, and to prepare a report that would stimulate thinking and engender discussion among those engaged in college work and laymen as well. The investigation considered the period 1930-1931 through 1935-1936, and was made possible through the support of the Carnegie Foundation for the Advancement of Teaching. "Arbitrarily Negro institutions and normal schools have been excluded throughout, largely because of the difficulty of obtaining adequate data."

The report surveys faculty and student problems, college financing, relation of the federal government and public relations, and finds that the depression so reemphasized the opportunistic nature of both the growth and the contraction of higher education as to call for critical self-examination. The studies of the committee appear to show, however, that higher education in general has not been seriously hurt by the depression although it is admitted that some of the significant consequences are yet to be felt. In light of the recent recommendations of the President's Advisory Committee on Education it is interesting to note the questions raised by the present volume as to the advisability of the growing interest, support and control exercised by the Federal Government in the field of higher education.

FRANK S. HORNE.

■ *The College of the Future*, by Mowat G. Fraser. (New York, Columbia University Press. 1937. 529 pages. \$3.75.)

Subtitled "An Appraisal of Fundamental Plans and Trends in American Higher Education", the author a Lecturer in Education at the University of Michigan, states in his preface that "Only in certain respects is this a book of prophecies. In appraising fundamental trends in American higher education today, it does attempt to show emerging trends in basic educational needs as well as the policies necessary for meeting them. But what policies colleges will adopt is another matter. . . . This book concerns, in brief, not what policies *will* be adopted, but what ones *should* be." The book is divided into four parts: (1) The Fundamental Issues before the American College. (2) Criticism of the Underlying Issues. (3) Criti-

cism of the Fundamental Policies of American Colleges. (4) In Conclusion (An Adequate College at Work).

The author covers quite adequately all phases of the college and presents his material in an interesting and easily readable style. The book should be valuable to those who must plan for and administer the "College of the Future".

■ *Country Life Stories*, by Elizabeth P. Cannon and Helen A. Whiting. (New York, E. P. Dutton & Co., Inc., 1938. 95 pp. 65c.)

One of the aims of education is to fit the individual for successful group membership. It seems that the authors must have had some such aim in mind when they designed the delightful stories found in their social studies reader for pupils on the elementary level in small rural schools. Although *Country Life Stories* are primarily prepared for Negro children in rural communities, the psychological principles and sound educational philosophy underlying the preparation of the book are applicable to any group of children. The subjects are those familiar to all rural children—*The Man who Brings the Meat, The Well-digger, The Mail Man, etc.* Each story is charmingly illustrated as an added appeal to its youthful reader. This publication might well serve older groups with its hints concerning courtesy, thrift, helpfulness to one's neighbor, and parent-teacher relationships.

Miss Mabel Carney, professor of education, Columbia University, has written the introductions to this book and the beautiful illustrations are by Vernon Winslow, art instructor, Tennessee A. and I. State College.

ETHEL G. GREENE

ARTICLES TO APPEAR IN EARLY ISSUES

Guidance in Rural Education.....	Atwood S. Wilson
The Horizon of Negro Youth.....	N. O. Calloway
Journalism as an Ally to Education.....	George W. Gore, Jr.
The Teaching of Economics to College Students.....	V. V. Oak
Integrating College Subjects.....	Reid E. Jackson
Teacher Retirement in Texas.....	T. W. Pratt
Preparation of Grade Music Teachers.....	Grace L. Price
What Value Junior College?.....	H. M. Smyles
The Negro School System of Hamilton County, Tennessee	T. D. Upshaw, Jr.
How Virginia's Revised Program Is Affecting Negro Life	A. G. Richardson
Business Education for Negroes.....	Charles H. Welch

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● "Each article is so interesting, and the size is so convenient, that I keep it in my car or kit for reading whenever or wherever I have a few moments to give to it."—MRS. MAYME H. COLEMAN (Jeanes Supervisor of Caroline County, Bowling Green, Va.)

● "I like the magazine fine. I can keep in touch with the members of my race. It aids me in teaching and I shall always be a subscriber."—L. B. PRICE (Scottsboro, Ala.)

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES



15 CENTS

JUNE, 1938



Special Commencement and Summer School Number

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The responsibility for opinions and accuracy of facts is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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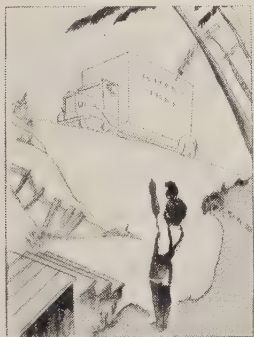
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EDITORIAL COMMENT

APPRECIATION

WITH this special issue of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES we close our first year of magazine publication. It was a new venture, and a highly successful one. We take this opportunity to express our appreciation to all who have in any way helped to make the magazine an organ of expression and an agency of service for all. *Our gratitude is extended especially to our . . .*

CONTRIBUTORS—who, through their creative impulse, desire for self-expression, and willingness to share, have helped to lay a solid foundation upon which will be built, story by story and year by year, an educational superstructure for the service of the profession;

SUBSCRIBERS—who have shown faith in the enterprise by subscribing, by paying for their subscriptions, and by sending their unsolicited comments and words of praise;

ADVISERS—whose interest in the proposed services of the magazine induced them to lend their endorsements in the initial stages of development;

ADVERTISERS—who have seen in it a new and virile medium through which to reach a select market, and thus provided a source of financial strength to a growing enterprise;

AGENTS—who have been a major factor in bringing the magazine to the attention of the profession and the public, and who have been loyal and energetic workers.

SPONSORS—whose vision, confidence, and cooperativeness helped to make possible the birth of the magazine and whose constant and willing support have nurtured it through its first year of life.

OPPORTUNITY

THIS magazine has offered an unparalleled opportunity to advance the education of Negroes through the dissemination of non-technical information, and the application of education to health, home, vocation, citizenship, leisure, and character. *Through its columns a special opportunity is afforded the:*

PROFESSION—to encourage unity, to strengthen its bonds of fellowship, to make its voice heard, and to promote a professional spirit;

TEACHERS—to diffuse their ideas, to describe their methods and practices, to reveal their discoveries, to test their theories, to express their philosophies, to participate in constructive discussion, and to keep abreast with educational advancement;

CHILDREN—to express their creative imagination, to compete in educational contests, to learn of the activities of other children, and to participate in a program of constructive, self-activity;

PARENTS—to keep informed concerning educational advancement, to develop greater sympathy for and an understanding of the school program, to see the need of cooperation with the school, and to participate in a continuing program of adult education;

RACE—to encourage race pride and independence, to develop a body of recorded data as a cultural heritage, and to participate in an enterprise that offers a future for Negro boys and girls.

CHALLENGE

THE opportunities mentioned constitute a challenge which every progressive person interested in the welfare of Negroes will want to accept. There are many avenues by which this may be done, and through which various talents may find expression. *Among them are:*

ARTICLES—setting forth successful methods, procedures or practices, in explanation of theories, points of view, beliefs or theses, or narrating experiences and events of educational value;

DESCRIPTION—of educational projects and activities found valuable as learning experiences, and of educational conditions among Negroes.

STORIES—such as biographical sketches of persons who have made significant contributions to the education of Negroes as teachers or administrators, and educational fiction which is entertaining, informing, and inspiring;

PICTURES—or drawings which portray personalities, ideas, activities, events, buildings, or objects of educational interest;

POEMS—which express creative imagination, personal aspiration, or group consciousness.

These are only suggestive of the numerous ways in which the challenge, which THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES offers, may be accepted.

We close the publication year more convinced than ever that the profession wants an educational organ such as we are offering. We have the confident belief that we will continue to receive the increasing support of teachers, administrators, parents, students, and laymen as in the past. In anticipation of this we now express our profound gratitude, and pledge our best efforts.

TAKING STOCK

At the close of the school year there is always the all-important job of making reports, accounting for materials, outlining plans for the coming year, etc. These matters require both time and careful detail in order that reports may be accurate and informative. Many parents and most students do not understand why teachers and school administrators remain at

their posts after Commencement day. They do not know of these extra duties which are vital in recording the year's progress and determining the programs for the coming year.

In our editorial office we too have to remain "after school" to make our reports of what we have done during the past year and our plans for the coming year. Although the magazine will not be issued during July and August, it does not mean that we will be inactive during that period. Since we are pledged to the task of serving ALL persons interested in the advancement of education among Negroes, we will have a summer full of activity. We will continue our never-ending search for practical, informative, and factual materials to present to our readers; plans and innovations to make the magazine a permanent record of the progress of education among Negroes; and means by which it will truly serve as a medium of expression for the thousands of persons who have no other means of presenting their ideas and suggestions for the solution of educational problems.

Our magazine belongs to its readers and we feel that they should know what has happened during the past year. Its first year has been an unprecedented success because of the confidence, cooperation and loyal support of its thousands of newly-found friends. In return they received, at the cost of only one cent each, 100 major articles (see back cover for classification table) in the general, elementary, secondary, high school, college, rural and adult levels of education and covering the following subject matter fields: general, methods, library service, administration and supervision, student aid, guidance, biography, art, music, mental hygiene, extra-curriculum activities, educational research, health education, and vocational education. These articles were contributed by persons, active and outstanding in their fields, from all sections of the country. In addition our readers received many good and interesting pictures of persons, activities and objects of current interest; a monthly digest of articles from over forty important magazines carrying items of educational interest; sound and informative reviews of books by and about Negroes, and of educational significance; current educational news and events; annotated lists of inexpensive publications of value to educators; answers by experts to questions submitted by persons active in the educational field; and other features and special services.

All of this material was included in 10 issues of the magazine which contained a total of 480 pages. In answer to the question, how could you put all of that in a pocket-size magazine with so few pages, we continue to state that such is possible because we have designed the magazine for the busy and progressive educator of today. The articles are all brief but inclusive—they seek to give the most information in the shortest possible reading time.

We feel that our readers should know that they can expect the issues

of volume II, which begin with the September 1938 issue, to bring additional features and services. We shall constantly be on the alert for things which will help to continue the forward progress of the magazine and its readers. We hope that our readers will continue to cooperate with us in that effort. We want again to emphasize that *THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES* belongs to its readers. To them it must turn for subscriptions, contributions, and the loyalty characteristic of those who would continue the advancement of education among Negroes. It seeks to be another stepping stone up the path of the advancing tide of a true racial solidarity.

TO HIM WHO WOULD HOLD OUT

A short, smooth road you will not find;	When work is o'er and the day is done,
You'll meet obstacles of all kind;	And strength wanes at the set of sun,
But ever bear this thought in mind:	Have no fear, my good and faith- ful one,
Work won't end till the close of day;	For He who stands at the end of the way
The road is rugged all the way.	Rewards those who work till the close of day.
You would go on? Then pay the toll.	
You would work best? Work from the soul.	
You would reach heights? Make Heav'n your goal.	
For work won't end till close of day;	
The road is rugged all the way.	

VEOLIA HAMMOND.

(Reprinted from *The Moving Finger*, vol. IV, published by the Normal School of Valena C. Jones Normal and Practice School of the New Orleans Public Schools, New Orleans, La., 1938.)

A REMINDER

In the January issue of the *Outlook* we suggested that the period from January 1, 1938, to April 9, 1940, be considered as the **DIAMOND JUBILEE OF NEGRO FREEDOM**. We have been gratified to note the extent to which this slogan is being used by organizations and periodicals. We hope that those organizations and institutions that have not yet launched a program will soon find it possible to do so, and will inform us of the details of their activities.

Education and Self-Help

IRVING A. DERBIGNY, ALONZO J. DAVIS

For nearly a decade the colleges generally have borne the brunt of a steadily increasing student demand for self-help. In fact, institutions which have regarded student self-help as but an evil to be overcome as soon as financial conditions permit have been faced with the possible continuation of the present condition for an indefinite period. To assist youth and to aid the colleges and schools in meeting the problems financially the National Youth Administration has provided funds in the form of self-help scholarships. This is known generally and serves here but to indicate the extent and seriousness of the problem.

Self-Help a Problem

Self-help is considered a problem by many colleges for several reasons, among which are these:

1. Student labor is for the most part inefficient, requires much supervision and hence does not pay.

2. Many colleges do not have sufficient available work opportunities to maintain a program of self-help.

3. Self-help may and often does consume time which could be used for study.

All of these conditions vary in degree and extent with the individual college and with the individual student.

Value of Self-Help

Without attempting to evaluate the merit of these arguments, none of which are at all new, it is possible to consider certain values which may be realized by a more functional approach to the problem. If self-help could be made the avenue for certain life-experiences germane to the educational program it would possibly then occupy a more envia-

ble position in the college program. It is generally accepted that the curriculum should be approached from the point of view of actual life experiences rather than from the point of view of a quantity of subject matter to be learned. Under this approach subject matter is learned through experience, educatively conceived and directed. The student learns by experiencing, that is by doing and thinking and the resulting becoming. With a wise selection of experiences and proper guidance the learner should increase in intelligent self-direction. As Kilpatrick* states, "The older teacher thought first of his subject matter, that it get learned; . . . The good teacher of the newer view well understands how it is the process itself; . . . that educates." Because of the nature of its offerings the vocational college is well adapted for the integration of self-help and functional experience. This it can do by

*Kilpatrick, William H., *Remaking the Curriculum*, Newsom & Co., N. Y. 1936, Pp. 55, 56.

seeking work-opportunities on or off the campus, within the area, level and scope of the training of each student and through guidance and supervision use these experiences, for which the student is paid, as avenues for further and more meaningful learning. Schools of Nurse Training have for years used this method. A number of vocational colleges are now using it successfully. The success of the plan depends largely upon the selection of the job-experiences and the quality and extent of the supervision. It is possible, without proper selection, for the student to be thrown into "just another job," with but little relation to the field in which he is seeking preparation, if the supervision is poor, or the organization inadequate even a properly selected work-experience will have only slight value as actual educative experience.

Self-Help Colleges

Notable among the institutions which seek to integrate self-help and functional educational experience are Berea College at Berea, Kentucky; Nashville Agricultural Normal Institute at Madison, Tennessee; Antioch College at Yellow Springs, Ohio, and Tuskegee Institute at Tuskegee Institute, Alabama.

These schools either seek to give functional experiences in connection with the course the student is pursuing or attempt to teach him a vocation by the apprenticeship method more or less separate from his regular course. The student is paid as he learns. At each of these institutions students are for the most part assigned to offices, trades or

industries such as the school bakery, creamery, candy kitchen, broom factory, carpenter shop, printing shop, plumbing shop, bookkeeping offices or warehouse, and the like.

At Berea College those students who earn their way while studying are called half-day students. They carry not more than three-fourths of a normal class load and require on the average about five years to complete their college course. For the most part, students at Berea are liberal arts students but may learn, by the apprenticeship method, a trade or vocation in addition to their general study. There is apparently little attempt to integrate the student's regular course with what he learns by apprenticeship. Often the student practices as a livelihood the vocation thus learned.

At Nashville Agricultural Normal Institute it is possible for a student to learn a vocation by the apprenticeship method either as part of his regular course or, as at Berea, apart from it, depending upon the nature of the course elected. The students in this institution may participate fully in the production of some commodities from the agricultural through the marketing stage inclusively.

The students at Antioch College may enter under the cooperative plan, in which two students are responsible for a single outside job. The students alternate five-week periods of work and study, exchanging places at the end of each such period. Here as close an articulation as possible is made between the course which the student pursues and the job in which he is placed.

Supervision is furnished by Antioch faculty members. The student under these conditions is encouraged to secure a well-rounded preparation both in theory and practice.

The Tuskegee Plan

At Tuskegee Institute the course in Commercial Dietetics, the chief aim of which is to prepare chefs, stewards and managers of food-serving establishments, is organized so as to use functional educational experience as a means for self-help. Under this (interne) plan the student spends twelve weeks in theoretical, class and laboratory study. (These are integrated and not separated as the statement would indicate) followed by 12 weeks of practical application on a properly selected job (for which he is paid) to fit his level of development and interest as nearly as possible. He then returns for study again and repeats the cycle until his preparation is complete. The full course requires four calendar years and leads to the B.S., degree.

At first, during his interne period, he is assigned to jobs in the local situation—the Institute Cafeteria, serving over 4,000 meals daily, the Institute Grill, a commercial-type restaurant operated primarily for faculty and visitors, and the banquet room. He is there given opportunity to perform every task from the humblest to that of chef-steward and manager, depending upon his interests, abilities and level of preparation. Great stress is placed upon food-costs and control, the economics of marketing and

buying and the principles and practice of management. The skills likewise are emphasized and some specialization is permitted in the junior and senior years.

During his interne period the student is registered and receives credit. He must make a report of his projects and pass examination. Frequent conferences are held with his supervisors and outside preparation and study are required. He receives grades for his work and must repeat all work rated below "C."

An attempt is thus made to expose him to an eclectic series of actual job-experiences so that when he alternately returns to his theoretical study he will approach it from the vantage point of the man on the job, knowing in advance many of the problems and difficulties, and bringing to bear in his attack upon them a more meaningful experience and a more intelligent self-direction. His will have been the advantage of studying "things as they are."

That this advantage might further be pursued, the student, as soon as his development warrants it, usually in his junior and senior years, is sent to outside establishments (hotels, restaurants, and the like) for his interne periods. Two students alternate on each job in twelve-week intervals. Here as before a painstaking effort is made to select the job. Itinerant supervision, at present in its beginning stages, is provided and every attempt is made to make these off-campus experiences the culminating ones in the student's preparation. The itinerant supervisor and the

student himself are of great value in the study and improvement of the curriculum. From this rich source and through inspections and surveys by other members of the faculty the necessary traits and skills can be determined and the experiences organized for their development.

The Five-Year Plan

Another class of students at Tuskegee Institute is grouped under the Five-Year Plan. A limited number (about 10 per cent of the student body) especially chosen for scholarship, character and industry may thus secure a college education in five years. The student works approximately eight hours each working day for two years and attends courses at night. Beginning with his third year he works only part-time and carries a full sched-

ule of courses in the day. Under this plan it has been possible to assign students to jobs either directly connected with the courses which they are pursuing or very closely related to them. This enables the student to secure valuable experiences while he learns. Agricultural students, business students, and trade students can therefore learn at first hand and under skilled supervision their respective vocations.

Only a beginning has been made in the utilization of self-help experience educatively. Unpublished reports of several teacher-training institutions indicate that a beginning has been made in this area by taking over nearby rural schools and using the funds for supervision and student-teaching. The method may have possibilities in other areas of college instruction.

"So, in making your place, in seeking the place which you can fill in the community, remember that it will require the best that is in you. It will require you to do the best, while you are here, in preparation. It will require you to learn all you can of practical things, of academic things; but, above everything else, it will require character. No one can succeed without character. It is the most important preparation that any of us can have, to learn to control ourselves and to force ourselves to do the best that is in us, instead of being content to get by. A great many of the young people who come to my house frequently tell me that they are all right in school or in college—oh, yes, they get by—and I always long to tell them that they may get by in college in their examinations or with their fellow students who are their friends, but in life it is not enough to get by. You will have to do a good deal better than that, if you are going to contribute something to the community in which you live and to the democracy which today is on trial as a form of government in the world."—MRS. FRANKLIN D. ROOSEVELT.

(Excerpt from speech delivered at Anniversary Celebration of Hampton Institute, April 21, 1938.)

What Value Junior College?

H. M. SMYLES

The commencement services are over. The caps and gowns have been put aside. Another group of high school seniors are passing out of secondary school life. Some will be caught in a swirling maelstrom — the hard every-day world. Others will desire specialization in courses, the fundamentals of which they have touched upon all through their elementary and secondary school life.

Need for Junior Colleges

The state colleges and other of the less costly institutions are becoming more and more crowded every year. The first two years of any full college course are used up in the studying of general subjects that have to do with the course of specialization desired. Actual specialization does not begin until the junior and senior years.

Today in every two out of three cases these offspring of the war generation do not realize what they are going to have to face in this world until after they have finished with high school, and then regrets are felt all around. They are careless and negligent, caring just enough to pass on to the next grade, and hardly ever evincing genuine interest in their studies.

The transition from the secondary school to the higher institution of learning is very marked. The ex-high school student is emerging from a very warm and friendly

place where he has innumerable friends, into a rather cold and calculating place where he knows practically nobody and where he, until after he has made an impression, is a nonentity. This especially is true in the case of the Negro student in the white college. Segregated and snubbed unbearably in some institutions, the Negro boy and girl must fight constantly and patiently in surmounting innumerable barriers which the white student never even has to approach.

Let us trace a Negro high school graduate's course after he has finished high school. The months between graduation and the fall term have been spent working at a job as porter, bus-boy, waiter, etc., while a white graduate of the same caliber is working at his father's office, store, or in some bank. Oh yes, I grant you that the Negro boy could get a job in a store, office, or bank. He would be mopping floors, etc., while the white boy would be in charge of the stock at the store, at the reception desk in the office, or a clerk in the bank.

With the fall term drawing near our crusader for education is quite aware of the fact that he will not be able to attend the state school, mostly because of the expense of living there. He argues back and forth at home over the tameness of staying at home, while his friends Johnny and Willie are planning to

matriculate at a fine, big college. All of his arguments are to no avail, so he finds himself in September, seated with quite a few of his old class-mates. He is thoroughly disgusted at the thought of continuing under the same nagging teachers that had barely passed him in his high school career. He thinks, "This course will be the same as my high school work and I will be just as disinterested. I know that if I had a change of scenery I could really do big things."

If one were to question this same bored student about six weeks later he would appear rather taciturn but would almost admit that he was changing fast from an irresponsible to a diligent student.

Why those old nagging teachers actually called him Mr. Brown when they addressed him now. It was almost like having different teachers altogether. In fact, the procedure in the classroom was very grown-up. He was now a young man whom the teachers spoke to with deference. Oh well, of course there were times when he imagined he saw that look of the old high school ogre creeping into the eyes of his teacher. Like that time when he had forgotten to look up some information at the library and the times when he was unable to make a recitation.

Yes, you have guessed right, our budding philanthropist is attending the junior college department in his old high school.

Our young friend may be in for another shocking surprise. Perhaps his friends Johnny and Willie are having no little trouble at the big institution. They are not sure whether they are even going to get to remain for the next semester. Now, Johnny and Willie were sent abruptly to college from high school and were not strong-minded and purposeful enough to make the grade. Subjected to the conditioning process of the junior college, they may have been above average students on their eventual entrance to this college.

Value of Junior Colleges

The junior college serves as a sort of conditioning process which adapts the student gradually to the college standards of work. The leading educators of the state of Kansas have been heard to say that, in a few years it is very probable that high school graduates will all be subjected to two years in the junior college in his or her section. The junior college will then act toward the college, as the junior high does toward the senior high

Photo by Weems

VIEW SHOWING GIRLS' DORMITORY, SWIMMING POOL, GYMNASIUM, AND ADMINISTRATION BUILDING, FLORIDA N. AND I. INSTITUTE, ST. AUGUSTINE, FLA.



school, as a much needed transition from the high school way to the college way. Not only the student but also the college benefits.

If the college does not have to teach the two years of general studies to form a firm foundation for the specialization desired, then there can be more specialization work and fewer failures in the college. If the student has already been initiated into a course of study in a much quicker fashion than before, and into the procuring of reams of outside information and research work that were not called for in the high school, he can advance much more quickly and in a way more advantageous to himself and to his teacher.

Lacking much of the social whirl that exists on the college campus, these newer institutions are proving

their value more and more, and in time will be just another step in the history of modern educational progress. Of what value to the Negro student is the junior college? The universality of the junior college throughout the United States would make it possible for a majority of the Negro students to gain a college education. Today the Negro race or, rather more explicit, the American Negro, is marching ahead like the fabled giant with the seven-league boots. Statisticians are noting the increase of the Negro birth-rate over that of the white here in the United States. In the future, in Negro banks, department stores, insurance companies, and in the general world of business, there are going to be good positions for the educated, thoroughly prepared Negro youth of America.

ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classrooms and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

HOW DO YOU FEEL ABOUT IT?

Were you pleased with this issue of our magazine? Were you displeased? We want our readers to make generous comments on the monthly issues of The National Educational Outlook Among Negroes. Send us a letter indicating the features you like or dislike, with reasons, and items you would have us stress more. We would also like to have mention of features which you would care to see included in the pages of the magazine. Help us to render a real service to our readers.

The Commencement—A Symposium

(Editor's Note—According to information secured from the Office of Education, approximately 18,500 boys and girls graduated from Negro high schools during the school year 1935-36. There are 25,000 public elementary schools for Negroes and 2,300 public high schools offering one or more years of high school work. In 1932-33 a total of 5,760 pupils were enrolled in the 92 private high schools for Negroes which reported. The percentage of Negro high school enrollment, 1935-36, of the total Negro enrollment of 2,438,981 in the 17 states and the District of Columbia, was 7.75. In the white schools it was 19.64 per cent of the total white enrollment of 7,774,648. During the same school year, 1935-36, there were 35,333 college students enrolled in institutions of higher learning for Negroes. Of this total, 15,952 were male and 19,381 were female. In the same school year, 3,236 degrees were conferred upon graduates from these institutions. With such large numbers of persons enrolled and graduating from the high schools and colleges for Negroes, we feel that it is timely to present this symposium of contributions from members of the 1938 graduating classes, school administrators, and business men.)

The Contribution Which the High School or College Program Should Make in Preparing Its Students for Life's Adjustments, from the Point of View of—

A HIGH SCHOOL PRINCIPAL

There is no royal road to life's adjustments. The contribution, which the high school should essay to make to such adjustments, is made up of such intangible elements that not even educators of the ripest longevity will venture any assurance. The high school, however, should stress purposeful information, occupational skill, and sterling character, with constant attention to proper health habits.

The high school product who has not mastered the tools of learning becomes a misfit in the bustling activities of the age. In other words, the high school should recognize the intrinsic value of the three R's, the lost arts of the educational program of the day. Obviously, the passport to knowledge, understand-

ing, and reflection is lodged in the ability to interpret the printed page.

Likewise, the ability to express oneself in intelligible written and oral language is essential to the preparation for life's adjustments. Similarly, proficiency in manipulating figures essential to one's welfare is imperative. Knowledge of fundamentals, with a kindred aspiration to know more, is basic to such preparation. Since the American college today is forced to do the work once attempted by the high school, the high school in turn has to take over the former program of the elementary school, thus stressing these fundamentals.

As most adults need to labor as well as to learn, the high school must try to develop occupational skill in its pupils to perform the work, ordinary and technical, re-

quired by the age. The most purposeful training for the masses is the kind that can be translated into a livelihood. The vocationalized high school is the type gaining recognition for the preparation of pupils for life's adjustments. It behooves every modern high school to find a place in its curriculum for the developing of its pupils in occupational skill.

No high school program is complete without a functioning character-building program. Neither immeasurable knowledge nor perfect skill can compensate for the absence of real character. It is impossible, of course, to impart character. It is a developing process, which frequently has its inception in very doubtful seed.

The high school has to set up its own program to meet the needs of its constituents. Borrowed programs may be as useless as borrowed clothes, for they may fit too snugly or too loosely. It becomes the duty of the school to study its problem and fashion a program that aims to develop real manhood and womanhood. Various studies show that sterling character leads in the list of qualities that guarantee success in life's adjustments.

Briefly, the offspring of a high-school education ought to have been carefully prepared in the tools of knowledge, in occupational skill, and in sterling character, during which training proper health habits should be stressed.

G. DAVID HOUSTON,
*Principal of Armstrong
High School.*

Washington, D. C.

A BUSINESS MAN EMPLOYING COLLEGE GRADUATES

Unquestionably the college trained student should develop into an invaluable asset in the business life of the Nation. A student must have or acquire all of the qualities of citizenship. In other words, he must place himself in a position to enjoy all the rights and privileges of his community, state, and nation as the first requisite in pursuing any trade or profession. As in the professions and other lines of endeavor, the frontier of inexperience long since has been pushed far in the background. Just as a student of medicine finds it necessary to equip himself in college with the necessary capacity to assimilate the accumulated knowledge of the pioneers in medicine, acquired by them through long years of experience, similar training is essential in the setting up of a mental foundation on which to build in the business world. Experience is invaluable, but with the ability to assimilate, analyze, and adapt—time-proven methods in business are readily recognized and prove potent tools in the hands of those endowed with the higher mental development acquired in college. Thus the contribution a college education makes is vitally essential to those who have as their ambition careers in the business world.

C. C. SPAULDING,
*President of North Carolina
Mutual Life Insurance
Company.*
Durham, North Carolina.

A BUSINESS MAN EMPLOYING HIGH SCHOOL GRADUATES

Experience, the world's greatest teacher, has proved to me in my thirty years in the business world that high school education for a business career is the same as a brick, steel and concrete foundation for a lifetime building. No matter what college degrees may do for you later, without the proper original high school preparation there is always something lacking.

Young men and women nowadays, in doing the most menial jobs to be found, show to the best advantage with the proper high school training. For this reason our high schools should turn out pupils whose training fits them for a start in the business world, or enables them to work and make enough money to obtain a higher education and become one hundred per cent efficient. For a true example, we employ around five hundred young men and women in our twenty theatres, consisting of eight in Washington, D. C., five in Richmond, Va., three in Norfolk, Va., and one each in Portsmouth, Va., Newport News, Va., Roanoke, Va., and Rocky Mount, N. C. We find that whether the employee is a Cashier, Stenographer, Switchboard Operator, Janitor, Nightwatchman or even Fireman, he or she must have a high school education.

All of the young men in our theatres, who are now managers and supervisors in charge of various departments, started as ushers with hours that would not interfere with their high school education. Most

of them started at \$7.00 a week, and today are in the fifty and sixty-dollar-a-week class, while others worked and finished their college education and are now in the business world. Some are owners of gasoline stations, while others are physicians and dentists. Therefore, unless the high schools teach the pupils courtesy, the importance of time and consistency in their work, with the home doing its share, the business world will suffer.

RUFUS G. BYARS,
*Supervisor of Lichtman
Theatres.*

Washington, D. C.

A SENIOR COLLEGE STUDENT (male)

When I think of the contribution my college education has made toward fitting me for life's adjustments, I think of one thousand potentialities.

Being on the brink of graduation, life to me represents a definite challenge. My college education has prepared me to meet this challenge—meet it without fear, meet it with intelligence. The cosmopolitan aspect of college life at West Virginia State College definitely contributes to increasing one's versatility, his clarity of vision on the many *real* things of life. Then, too, college life has given me a hope and a desire to make a worthy contribution.

My college education has given me the determination to struggle constantly and untiringly against the many problems to be encountered and to accept seeming impediments without a loss of will,

pride or courage to "keep on keeping on."

Briefly put, then, my college education has given me fearlessness, intellectual development, versatility, clarity of vision, hope and an urge to make a worthy contribution.

What, other than life itself, can help in preparing one to make life's adjustments?

NATHANIEL G. HARRIS, III,
*West Virginia State College.
Institute, W. Va.*

A SENIOR COLLEGE STUDENT (female)

I do not know what particular adjustments life will call upon me to make. In view of this fact my answer as to what my college education has contributed to my chances of making adjustments will be of a general nature. Whatever adjustments I will need to make, will be made successfully or otherwise in terms of a critical approach to the situations, and my ability to evaluate accurately.

During the four years which I have spent here, I have accumulated information in terms of direct and indirect experiences. I have lost faith in some things and have new hope in others. Difficult problems have challenged. Encouragements and discouragements have balanced each other. What have I gained from it all? Any store of information concerning human experiences, human failures, and achievements is pregnant with thought questions. Many questions of causes and results are present. Many of these questions about human experiences may never be answered. But the in-

vestigations of causes and result are valuable in themselves. Facts point out that many failures are due to blind and ignorant acceptance of unfamiliar situations. Information acquired in college has taught me that nothing is worthy of belief until it has been proved and evaluated. In contributing the idea of a critical approach to situations my college education has destroyed many false ideals for me. I feel that my standards for evaluating people, data, ideals, and movements have been improved.

College is no separate state where persons are equipped with an education and sent out into the world. Yet the idea of "Do as I say do, not as I do" is in evidence here. Practices are contrary to theory. We are given democratic ideals in an autocratic situation. Should the practice be adjusted to the theory? Should students adjust their practices to the situation? In a general way perhaps college life presents here a need for adjustment typical of that confronted throughout life.

A right sense of values and the most critical, yet open-minded approach to the situation are major factors in making any adjustment a proper one. My college education, I feel, has helped me to acquire information which has built in me a critical approach to an issue. My college education has also contributed a logical standard of values. Perhaps I am too close to college to see and appreciate all of its contributions. But the training which has given me a critical approach to problems and the building of a logical standard of values is the

major contribution as I see it now.

DEVOLIA ELIZABETH H. DAVIS,

West Virginia State College.

Institute, W. Va.

A SENIOR HIGH SCHOOL STUDENT

As a June, 1938, graduate of Douglass Senior High School, I find questions concerning my future constantly arising before me which I feel I should answer. The most important of these questions and the one most frequently confronting me is "What contributions has my high school education made toward fitting me for life's adjustments?"

I wonder how Latin, French, Algebra, and other subjects over which I "slaved" for some time can help me in working out the problems of everyday life. I think I see it now. The aid that these subjects will give cannot be traced directly, but indirectly. I see that Latin makes me think deeply and intelligently; algebra makes me accurate and precise; English gives that which is necessary to any per-

son who expects to live and work among people in the civilized world—good language; physics and chemistry leave me with intelligent views on the scientific world; the arts have developed my powers for creating, for expressing my emotions and in developing self control. These are only a few of the benefits I have gained.

My contacts and friendships, by-products of mingling daily with hundreds of students, have taught me much about human nature and showed me the value of cooperation and unity. After the years spent in high school I ought to become a good citizen in my community because daily the value of it is stressed in my schoolwork.

These contributions which I have mentioned as coming indirectly from certain subjects are not by any means the only ones which will help me in making life adjustments, but are, I consider, the most important.

GLORIA N. HOLT,

Douglass High School.
Baltimore, Md.

A Brief Word on High School English

BENJAMIN BRAWLEY

We all realize that the average student who passes from high school to college is not as well prepared in English as he ought to be. We know, too, that the problem rests ultimately with the home. The immediate question, however, is, What can we do to see to it that those who

graduate from our high schools are better able to give their ideas neat expression?

Three Difficulties

To me it seems that the difficulties are mainly three, and these have to do with composition more than

with literature. The first involves mechanics, and I take the term to include everything affecting fundamentals in grammar, spelling, and punctuation. The second difficulty arises in connection with the large matter of organization. Finally we have to consider precision in phrasing—the choice of the word that will give just the shade of meaning intended, and expression without either redundancy or verbosity. This last point, of course, offers a challenge to all of us, both students and teachers, as long as we live.

Mechanics

For improvement in mechanics I know of nothing better than hard, driving, constant drill. We have to deal not only with the conscious but also with the unconscious self of the student. Demons of long habitation will not quickly depart at a word; they offer stubborn resistance. Some years ago, in Atlanta, I taught a young man in the third year of his college preparatory work. While training him on a little declamation, I found that he persistently mispronounced the word *horizon*, throwing the accent on the first syllable. I as persistently corrected him. Each rehearsal presented the same comedy: The student mispronounced the word, I corrected him, and he then apologized and gave the right accent. On the day of his appearance before the school he followed the regular procedure. First he mispronounced the word; next he ducked his head and apologized; and then he blurted out “ho-ri-zon.” The students laughed. They could see the teacher at work, and they also

knew that the instruction had been only partly successful.

Still that is the problem, and our salvation is in the drill. One thing we must not overlook is carelessness. All of us are more or less ignorant and have to learn, but for carelessness there is no excuse. If the student wants earnest and honest criticism, he must do all he can to deserve such criticism. His very handwriting should be clear and legible, every letter being formed with precision. Moreover, throughout his high school course he should be expected to prepare each week two little compositions or their equivalent; and, with rare exceptions, each paper handed in and corrected should be rewritten. It is better for a student to write a page again and again and again until it is perfect, than hastily to compose two or three new themes.

Such intensive drill, one might say, will call for far more time than the teacher, already overworked, can give to the task. That is true; with plays and debates to arrange for, and scores of papers to correct, the demands on the English teacher are frequently beyond all reason. Accordingly we have to wage an uphill fight, gently but gradually showing principals and superintendents that our work simply can not be estimated on the usual basis of hours spent in the classroom.

Organization

Organization is something that I have found sadly neglected in high schools. Many teachers are forced to give so much attention to mechan-

ics that they overlook this larger matter altogether. Yet it was the realization of the need of organization that caused Burke's Speech on Conciliation to be given a place some years ago among the College Entrance Requirements, the expectation being that this would be studied in the last year of high school work. Unfortunately I have more than once known the speech to be read without the student's being given any conception at all of the skill with which the whole was put together.

Phrasing

The final matter—that of phrasing, with special attention to diction—reminds us of the benefit of oral composition and the study of litera-

ture. A young student who gropes for a word while speaking before a class, should not be long in realizing that, after all, there is some virtue in consulting the dictionary. If also we take the phrases in which Shakespeare or Milton or Keats embodied certain ideas, and then ask the student to express the same ideas in his own words, he will see how weak is his phrasing by the side of that of the masters, and should be eager to improve accordingly. I am not the first to observe that the correct use of words is one of the first marks of an educated man.

Does this all serve to increase the magnitude of our task? All the more then does it show that our striving is infinitely worth while.

The Horizon of Negro Youth

N. O. CALLOWAY

Negro youth arrives at the cross-roads at about the age of puberty. Up to this time he progresses rapidly and normally. Indeed in the matter of ambition and attainments he equals his white competitor up to this age. But here something happens. Suddenly the world becomes divided. He no longer sees himself as an individual. His half is a black world and he is now a black individual for whom the road is rocky. The remainder of the world is white and for whom the roadway seems smooth, quiet, inviting. During and after puberty the black boy is no

longer in competition with the white, but he enters into the dangerous competition with his fellow race-mates and often drops below mediocrity. Too often the darker lad emerges from this period a cowed, broken, prematurely disillusioned individual that is definitely crippled for life. In practically all instances he emerges with a mottled perspective and a narrowed, hazy, indistinct horizon, limited by race. The damage done is not so much to the breadth and extent of his horizon as it is to the clarity with which he sees ahead. An individual, or race, that



Photo by A. S. Pride

THE STUDENT FORUM, MEETING INFORMALLY ON COLLEGE STEPS, LISTEN TO THEIR LEADER. LINCOLN UNIVERSITY, JEFFERSON CITY, MO.

can only see a short distance ahead but sees that clearly and distinctly is accelerated for progress.

Need for Adjustment

Any problems then that surround the broader and larger developments of the Negro must of a certainty reckon with the basic reaction of every young Negro in America. That reaction to all forward stimuli is "*But I am a Negro.*" Thus the super-problem of giving clarity of vision to Negro youth lies in finding means to abridge and circumvent that terrific reaction: "*But I am a Negro.*" The only individuals, that are Aframericans, who do not suffer from this reaction sooner or later in their march of progress are those who do not know their racial ancestry. The problem then is not to make the youth forget. How can he? It is not to have him develop

ridiculous defense mechanisms like radicalism or inferiority defenses which we shall call defeatism, but is instead to adjust him to the real and burning issues of a dynamic, twentieth century, and at present capitalistic civilization.

Can Negroes Succeed?

The results of this problem has been to develop an unfortunate philosophy that seems to be gaining momentum through organized agencies. Most of the Negro high school graduates are caught in a maze of perplexities. Besides the moral and biological problems of adolescence there is a suddenly clouded horizon jammed full of racial uncertainties. They pass into college or into life where they are constantly told all the supposedly logical reasons why they, not as individuals, but as Negroes cannot succeed. This defeat-

ism is being taught in practically every field of knowledge. Too often the person instructing them, either in words or by withdrawing from the world into a pedagogical shell, forces this defeatism on the youth. The youth may emerge into the adult then with a brilliant mind, a brilliant scholastic career and with knowledge of having passed through college. But whatever else he may have learned or failed to have learned he knows *all* the reasons why he, as a Negro, cannot succeed at this or that or the other endeavor.

This is a pathetic situation but it is as real as is day or as is death. There is no need for youth to emerge from this period broken, disillusioned and defeated. Obviously, the fundamental step is to face the issue squarely and to make no wild and unjustified assumption as to failure or success.

Responsibility of the Group

The Negro as a group has a great responsibility here. The bright story of the extreme philanthropy of other groups toward Negroes is a story of the past. The old feeling that the Negro is the white man's burden is a dead thesis, as it should be. The problem of the Negro as a group now centers itself about the few difficulties of adjusting itself to its environment and living a normal life as a part of the smooth, organized, law abiding community life, not seeking "National leaders" unduly, but making every effort to rally to local individuals with influence, political or otherwise, in attempts to adjust local situations.

There are of course many instances in which National leadership is perhaps not only desirable but necessary. There are admittedly times when a coherent, unified front is the only means by which progress can be made. This applies most generally perhaps to the problem of political advancement and legislative demands. But even here the view and opinion of the local group has the greatest influence on individual law-makers.

Responsibility of Individuals

Perhaps the greatest responsibility lies with the individual. The individual holds all of the matters in his own hands. Obviously, the entire question of race revolves about the relationship between each and every white and black. If we could convince youth that his chances of success in mature life revolves infinitely more around individual qualities than around racial antagonism much would be done to remove the racial phobias of Negro youth. There are few occupations or fields of endeavor that we can say are systematically closed to Negroes, or open to them either. The four-hundred Negro chemists in America employed in industry did not get jobs because they are Negroes. They obtained employment as individuals who were incidentally brown or black.

Responsibility of Education

It is in this process of altering individual qualifications that education is of paramount importance. For any minority group, as ours, education must be a dynamic, living

thing. It can not follow the pattern of the society which it serves. Instead it must become philosophical enough to map a path of progress for youth. It must be ahead and above the average lives which it serves. It must be more than an organization for teaching folklore and historical background. It must prepare for the future. This it would appear is to be achieved not so much by teaching specific skills as by giving broad points of view and rounded vision and high ambition. Our youth cannot prosper if we continue to teach them to think as Negroes, to act as Negroes, and to be Negroes as long as this implies being separated, outside of, and different from the tide of American Society that is streaming past.

Certainly, Negro youth requires more than the simple information in a textbook, although that should be accurately learned. His education should be more inclusive and contain more personal discipline than that found in the majority of universities in America operated by the minority or dominant groups. It should keep before the youth as teachers and instructors, more than any other type of education does, men and women who are vibrantly connected with Twentieth Century life as authorities in their fields, consultants to industry, practical men who can do as well as talk, and women who understand the confused and perplexed normal girl. It is paramount that whatever the sum total of influences used to develop the young personality might be, it should be directed toward

changing the view "*but I am a Negro*," to, "*I am a Negro but —.*"

Success Possible Anywhere

If our ambitious youth can be brought to see that personal qualities thwart or promote success; that he must have a confidence in himself and pride in what he does; that he must have determination above all else; that he must have a highly developed set of personal attributes, he will have as broad a horizon as he needs. But he must be convinced that all else must point inevitably to the view that he can be successfully happy whether he be a grammar school graduate or a Ph.D. He must realize that the success of the race depends not as much on the names that make the headlines as on the integrity, determination, and economic success of the masses.

Youth Movement Needed

One of the most appalling lacks among Negro youth is the absence of anything of the nature of a youth movement or youth thought. All too many young Negroes only reflect in voice and behavior the thoughts of their preceding elders. Since we have much that must still be lost, forgotten and completely detached from us, it is only by developing individual thinking and new viewpoints among the youth that these undesirable situations and conditions will be cast off.

Certainly there is no need for radicalism by any means. But there is certainly a need for fresh viewpoints that are much more objectively analytical. Our colleges, which are rapidly changing, have

not been the places for any original thinking. In fact, it has not always been safe to think of anything that was not rote, or to exhibit any behavior suggesting leadership, lest it might be misinterpreted as insubordination. Yet every day these same students have been told to develop individuality! It has been a case of making a round brick with a square mold. Whatever else a youth thought would imply, it should mean a reevaluation of the

present situation and an analysis of present and future possibilities.

It is entirely possible to adjust our preponderance of doubting, apprehensive, more or less listless youth into eager, dynamic, positive individuals. Their conscious and unconscious thought can be changed from "I could, but I am a Negro" to "I am a Negro, but I can."

Their horizons need not be distanced; but their horizons must be defined.

COURAGE

Courage is that quality of mind which enables one to encounter difficulties and danger with firmness and without fear. How can we best engender this great "quality of mind" in the Negro Youth who finds himself in the midst of changing ideals and economic insecurity? The story of the valiant deeds of the Knights of King Arthur has served to inspire youth of a bygone day to acts of great daring and bravery. Today, let us seek stories of peaceful pursuits which will inspire our youth to realize to the fullest extent that Courage is still charting untried paths and leading to that satisfaction which comes with successful attainment.

Where are the unsung heroes of our race whose contemporary life stories will serve to crystallize the imagination of that intelligent little black boy whose potentialities are unlimited? How can you best help equip Anne (age 13) to follow through her burning ambition to have a "store of her own"? Are you going to be able to inspire John with enough courage to follow through his interest in chemistry which has already won for him, over all his classmates, a medal for excellency?

Scattered throughout this land you will find courageous young Black America successfully carving niches in many untried fields and dignifying even humble pursuits with brains and courage.

Young mother, expose your child to as many interests as possible, and when you see him ablaze with eagerness for more knowledge, help him in every way. Even though you never heard of a Negro being successful in a certain field, make your child feel that he has a great opportunity to be a pioneer.

Young teacher, encourage your pupils to talk over their secret ambitions and seek, from every source possible, stories and pictures of those who have made the grade. Emphasize from the beginning that disappointment and temporary failure may tend to frustrate them at every step,

unless they exercise Courage—that quality of mind which enables one to encounter difficulties and danger with firmness and without fear, and which is absolutely necessary for success and satisfaction in all pioneering. At the same time point out that Courage is needed in our day by day living more than at any other time, for it takes all that Courage embodies to perform the prosaic tasks which are a part of life itself.

At an early age then, let us instill this essential quality into our youth, and as he matures the significance of Courage will have new meaning for him.

MARION CONOVER HOPE.

The Summer School—A Symposium

(Editor's Note—According to information secured from the Office of Education, there were 23,878 persons enrolled in the summer sessions of 63 Negro institutions in 1935-36. The male collegiate enrollment was 3,843 or 16.1 per cent. These figures indicate an increasing trend in summer school enrollment, and there is every reason to believe that the enrollment for the present summer sessions will be much larger than the above figures. In recognition of the values of summer school attendance, we present the following symposium of contributions to our readers.)

The Contribution of the Summer School to the In-Service Training of the Teacher, from the Point of View of—

A TEACHERS COLLEGE PRESIDENT

The State of Alabama offers an interesting illustration of the contribution which the summer school can make to the in-service training program when there is centralization and close coordination of the several in-service training provisions and the associated certification function. Such an arrangement has resulted in a gross registration of over 26,000 summer school students in the State Teachers College over the past eighteen summers and a highly commendable improvement in the professional status of the teachers.

In brief, the story of the upgrading of the teaching personnel in Alabama is marked by several dis-

tingent innovations and stages of effort. In 1899 it was the initiation of uniform teachers examinations by the State Department of Education. In 1907, graduates of the state normal schools began to receive certificates without examination. Beginning with 1911, teachers had to attend a county teachers institute for one or two weeks during the summer months. Beginning in 1916, they were required to attend an institute during a week of the winter season without loss of pay. In 1916, it became possible for examination certificates to be renewed on the basis of six weeks of summer-school study, and in 1919 the State Department of Education set up a special

summer school at Miles Memorial College under the supervision of its full-time Supervisor of Teacher-Training Among Negroes (the late George W. Trenholm). After 1919, it became possible for prospective teachers and teachers-in-service to obtain a wide variety of graduated certificates on the basis of a certain amount of academic and professional study. High school graduates were given the inducement of initial certification without state examination if they would attend summer school for a quarter. In 1921 the State Teachers College at Montgomery embarked both upon the experiment of a sixty-day summer quarter in which students would be classified and would work toward graduation, and upon a program of extension class-center instruction in the winter months throughout the state, that gave the teachers the opportunity to combine winter study with the summer school study. The State Teachers College became responsible for branch summer schools at Birmingham and Mobile in 1927, and for an all-year branch junior college at Mobile in 1936. The program at Montgomery was extended in 1929 to incorporate a four-year course leading to a degree in education. Within the past five years, it has been a matter of raising the minimum entrance or certification requirement progressively to the level of high school graduation, then to one year above high school and now, since 1936, to the completion of the prescribed two-year curriculum for the preparation of elementary school teachers. It is now being proposed that the holders of the low grade

examination certificates be allowed to renew them only once more, and that no type of certificate be issued to a beginning high school teacher unless he or she has completed a degree course with a certain stipulated distribution of academic and professional credits.

For Alabama, the summer school has made a significant contribution to the in-service training of the Negro teachers. The annual summer school enrollment for the State Teachers College alone has exceeded the 2,000 mark for five of the past ten years with the figure exceeding 3,000 in 1936. The teachers are moving rather rapidly to higher levels of professional certification, and are evidencing a wholesome interest in professional movements and organizations. However, in Alabama, the related factors of professional certification, and of centralized administration of an all-year-in-service training program through a single large institution, cooperating with two or three associated institutions, have served to increase measurably and conspicuously this contribution of a summer school to the in-service training program for the teachers of the State.

H. COUNCILL TRENHOLM,
*President of The State Teachers
College at Montgomery, Alabama.*

A CITY SUPERINTENDENT OF SCHOOLS

Teachers, particularly those who are older in the profession and, for that matter those not so old, need the modern point of view in education and modern methods which the usual summer school makes special

effort to give to in-service teachers. It helps us to keep abreast of the times educationally. The summer school is a storehouse of interest and inspiration for the progressive teacher which we almost need somehow if we are to keep abreast of educational progress.

W. T. ROBINSON,
*Superintendent of City Schools
of Chattanooga, Tenn.*

A HIGH SCHOOL PRINCIPAL

No teacher should remain in the teaching profession unless he or she attends a summer school in order to receive "new ideas" in the subject taught. Yes, attending summer school has real values for the teachers in-service.

However, the teacher who attends a summer school should follow a persistent and a consistent program which will lead to a definite teaching goal. Just taking a summer school course at this school this year, and another course at a different school next year, or two years hence, has very little value. A teacher must know what she needs in the way of self-improvement before she selects the school, the subjects, and the teachers. Whatever is done must be based on a definite need. It is certain most summer courses have some value, but all do not have the same values for all teachers. The values seem to be:

1. To get a firmer grasp and a fuller knowledge of the teaching subject. No teacher should ever think she knows everything about her subject.

2. To learn of new methods in teaching with the idea and resolu-

tion to use them for what value there might be found.

3. To see demonstrated and to demonstrate personally some of the newer methods learned under expert teachers—not "just college professors" who are teaching for a little extra summer money.

4. To "rub elbows" with other teachers who are seeking the same improvement in teaching and knowledge of subject matter, in order to get ideas of other teachers actually out in the field. This is very valuable.

5. To get more than a "learning knowledge" of the best methods of teaching. Summer Schools should get rid of the common lecture method of teaching persons to teach.

6. To become inspired by the inspiration of the real teachers who should teach in summer schools. There is nothing more valuable to any teacher than when she becomes fired by the inspiration of some great teaching soul who fortunately is teaching in a summer school.

7. To have her past and present teaching methods criticised by "expert teachers" who are known to be great teachers.

8. To become inspired to be more creative in the teaching field. The teaching profession today needs more creative teachers.

9. To realize that there is much about teaching that the in-service teacher does not yet know, and the only way to know more is to be "saturated" with the subject. A well-organized summer school will accomplish this.

10. To learn new projects in order to visualize teaching. Too many

teachers are "lifeless" in their teaching.

11. To get the stimulus necessary to be more and more progressive in their teaching.

12. To get the opportunity to be checked upon by the expert teachers in order to ascertain whether a teacher really should teach, and if she should, how?

13. To forget that the summer school is not a place just to earn a few more college hours—but a place that will help one become a better, more progressive and more efficient teacher.

14. To broaden one's teaching horizon. Summer Schools must help to broaden a teacher's mental horizon. Every teacher needs to learn something in many fields.

All of the above values and many others accrue to the teachers in-service by attending summer schools. But, it is repeated, let teachers map out a definite program, with a definite goal in mind, when they attend summer schools. This attendance should be very frequent if it is to be valuable. No real teacher should ever believe that summer schools have no value. Of course, much depends upon the one who attends a summer school.

RUSSELL A. LANE,

*Principal of Crispus Attucks
High School.*

Indianapolis, Indiana

A JUNIOR HIGH SCHOOL TEACHER

At this time of the year thousands of teachers all over the country are receiving announcements from class secretaries that the particular col-

lege class with which they graduated is going to have a reunion. These reminders will call up pictures of days gone by, of friends long since separated, and of battles fought and won. But will they call to mind the fact that it has been five, ten, fifteen or even twenty years since you received your degree? Will they further remind you that not once during this period have you returned to school to pursue further study?

If you fall within this group, these remarks are aimed directly at you. Education is dynamic; it moves forward; it adapts itself to an everchanging society, and no matter how well equipped you may have been for the job when you entered the profession, unless you have returned periodically to the "fount" to renew your youth, you have fallen into a rut and have stagnated.

Need this situation ever exist? I think not. The Summer School has come, within the last decade or two, to offer a real opportunity for the sincere teacher to enlarge his horizon and to keep in step with the march of progress. The Summer School is no longer an experiment, a not-wanted step-sister to the regular term, but rather an institution, presenting a unified program, which complements the work of the regular term. To justify your attendance at a Summer School, let us consider its advantages.

1. It combines admirably with your job as a teacher by offering the theory which you may put into practice. Your work during the winter may be regarded as laboratory training in which you may test the valid-

ity of the new concepts in education which the Summer School furnishes you. Further, you may use the Summer School to check the accuracy of your testing. In short, the Summer School sets you on the right path and then prevents you from making unscientific explorations on your own initiative.

2. The Summer School is also of value from the point of view of practice. The students in attendance there generally represent a cross-section of the teaching profession, drawn from widely different areas, and encountering widely different problems. From the many contacts he invariably makes, the teacher frequently gains as much on the practical side, as he does in the classroom on the theoretical side. He begins to get an understanding of the broad, underlying problems in education which his purely localized perspective will never permit him to obtain.

3. This item is not unduly stressed, yet it is of considerable importance. The Summer School

is organized to be economical. It costs very little more to attend the Summer School than to take a vacation of similar duration. Often the cost is considerably less. The limitations upon time preclude the unnecessary expenditure of funds.

4. The Summer School itself can be made into a vacation. Proper budgeting of time will permit such a combination of recreation with serious study that actual rest from the fatigue of winter can be obtained. The schools themselves usually are as eager to develop their recreational facilities as they are to develop the curriculum, realizing the need of combining work and play.

To you teachers, then, who are now thinking of the old school, forget about the graduation and the class reunion, and make plans to return; this time, to a pleasant and profitable summer course.

RALPH SCOTT,

*Teacher in Garnet-Patterson
Junior High School.*

Washington, D. C.

An Experiment in Departmentalization in the Elementary School

J. R. ROSS, JR.

The Knoxville, Tennessee, departmental plan, extending from the third through the sixth grades is comparatively new. It is being conducted in two schools for Negroes in that city. These schools are Heis-

kell School, W. D. S. Bradley, Principal, and Eastport School, Mrs. William Ford, Principal.

The Heiskell School is a two story, eight-room, eight teacher school. It is a very old school, but

is equipped with steam heat, a modern lighting system, and the walls have been newly painted which makes the illumination very good. There are two fire escapes and a stairway very convenient to the second floor, and a large exit for the first floor.

Periods

In Heiskell School the school day is divided into four class periods of an hour and twenty minutes each, with a half hour recess between the second and third periods. This does not include the activity and devotion periods. On Tuesdays and Thursdays the third and fourth periods are so arranged that an assembly period can be held for all of the pupils and their teachers. These assembly periods are usually for group singing, plays, devotions, special speakers, special radio programs, and talks on guidance.

The school starts with a daily activity period of twenty minutes, in which pupils are allowed to engage freely in activities that interest them.

The lunch and recreation period includes the mid-day meal and time for free play. It becomes a period when the pupils may form good habits of eating, washing their hands, going to the toilet, drinking water, resting, and engaging in free play. At this period good social habits are encouraged, and strenuous exercise immediately after eating is discouraged.

Most authorities advocate that the primary pupils should be dismissed before the older pupils, because the larger pupils usually hurt or bully

the smaller ones. It has proved different in this experiment, for with the use of the assembly hall the pupils get group instruction on how to get along with one another, and how to conduct themselves in going to and from school. This has helped considerably.

The Teaching Plan

The teaching plan used in this school is the "Activity Program" in which the teachers of the departmental school meet together and plan the work so that the pupils are provided with varied, interesting and worthwhile activities. These teachers are interested in the practical operations of the plan, and in the theoretical views of the procedures only for what they are worth; therefore, the business of the meetings includes largely concrete discussions of the problems that arise in actual teaching. From this they form their own conclusions, and help each other with the problems that are constantly arising.

There follows a description of a class' daily routine. When the first bell rings the pupils go first to their home room teacher, and engage in activities until the second bell rings. This bell is a signal for devotion which will be held for ten minutes, after which a bell rings for the beginning of regular class periods. This particular class remains with the home room teacher for the first period to have arithmetic and writing. A buzz is sounded, the class passes to the next teacher who has a well planned program of art, health and spelling. After this period the pupils pass to

their home room to get ready for recess. The recess is thirty minutes. At the termination of recess a bell is rung for the pupils to pass again to their home room for a five minute rest period, after which a buzz is sounded for the pupils to pass to the next class to study language, reading, and engage in the production of plays. Another buzz is sounded for them to pass to social science after which they go to their home room for dismissal. The buzz signal system of this school was installed by the social science teacher.

There are disadvantages as well as advantages in every plan. A disadvantage in this plan is the loss of teaching time between classes at changing time.

The advantages of this experimental system over the all-day one-teacher plan are many. The departmental plan tends to increase the culture of the students by bringing them into contact with teachers with differing personalities at different hours of the day. Teachers have a thorough knowledge of the subject matter since each is responsible for a special subject rather than for all of the subjects of a particular grade. The plan seems to work with high efficiency and with better responses from the pupils. It keeps the laggards on the alert.

This is an experiment because the Knoxville schools have never had their grades on the third grade level departmentalized.

MODERN TORCH BEARERS

During the past few years there has been a significant increase in the number of Negroes holding executive positions in the Government of the United States. All of the persons pictured opposite, and others not shown here, are in key posts, rendering signal service to their Government and to the Negro race. Theirs is the responsibility to integrate Negroes into the far-flung Federal program, to set forth their special needs, and to champion their cause, while at the same time protecting the larger interests of the Government. They are gaining experience in organization, in administration, and in public service which will be invaluable in their present or any future positions.

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES congratulates them on the splendid opportunity which is theirs, and extends its best wishes for continued success and usefulness. In subsequent issues, we plan to present brief sketches of the activities of the offices over which these executives preside, for they are truly modern torch bearers in the field of public administration.



Scurlock Photo

Front row (left to right): Ambrose Caliver, senior specialist in the education of Negroes, Office of Education; Roscoe C. Brown, health education specialist, U. S. Public Health Service; Robert C. Weaver, special assistant to the U. S. Housing Administrator; Joseph H. B. Evans, race relations specialist, Resettlement Administration; Frank S. Horne, assistant consultant on racial relations, U. S. Housing authority; Mrs. Mary McLeod Bethune, director of division of Negro affairs, NYA; Lawrence A. Oxley, field representative, U. S. Employment Service; William J. Thompkins, recorder of deeds for Washington, D. C.; Charles E. Hall, specialist, Negro statistics, Bureau of the Census (retired); William L. Houston, assistant to the U. S. Attorney-General, Department of Justice; Ralph E. Mizelle, attorney, Office of Solicitor, Post Office Department.

Back row (left to right): Dewey R. Jones, associate adviser on Negro affairs, Department of the Interior, and assistant to the Director of Hull House, Chicago, Ill.; Edgar G. Brown, adviser on Negro affairs, CCC; J. Parker, associate management supervisor, U. S. Housing Authority; Edward H. Lawson, Jr., former special assistant to the Administrator, WPA, and now managing editor of *Opportunity*; J. Arthur Weisger, research assistant, U. S. Employment Service; Alfred E. Smith, administrative assistant, WPA; Henry A. Hunt, assistant to the Governor, Farm Credit Administration; John W. Whitten, junior race relations office, WPA; Joseph R. Houchins, assistant specialist, Negro statistics, Bureau of the Census.

Rights and Remedies of an Aggrieved Teacher

PART II

J. FLIPPER DERRICOTTE

(Editor's Note—In the May issue Attorney Derricotte cited many cases, beginning with the year 1410, involving grievances of teachers and manners in which they were decided by the courts. The following concludes this interesting presentation of court decisions.)

In construing teacher's contracts the court not only considers the expressed provisions of same, but also the customs in the teaching profession. When it is customary to pay salaries for certain months, as vaca-

tion months, such customs become a part of the contract (*Behnke vs. Tum Vereine*, 180 Ill. a. 319). Furthermore, special and part time teachers are not entitled to participate in a minimum salary fund

(Colo. 225 P. 835). On promotion, however, a teacher is entitled to receive the salary of the next highest grade (54 App. D. C. 390). The question whether or not substitute and temporary teachers are entitled to annual increases of salary was settled in the case of McKenna vs. Board of Education, 157 N. Y. S. 912, which held that "the right of annual increase of salary was only given to members of the regular teaching staff."

Qualification and Work Done

A teacher was appointed as an eighth grade teacher, although she had qualified for high school work and was required to perform such work on appointment from the eligible list, the teacher was classified as such and paid a salary accordingly. It was so held in the case of D. C. vs. Marsh, 47 App. D. C. 59.

Non-appointment and Dismissal

The failure to reappoint a teacher is not in the legal sense dismissal from the service (Brown vs. Kinney 24 Hawaii 24); whereas a demand for a teacher's resignation is equivalent to removal (Smith vs. Board of Education, 39 Ont. 323). Of course, the power to dismiss includes the power to suspend (Colo. 225 P. 738); also, the power to employ includes the power to dismiss in the absence of law expressly and impliedly provided otherwise (Arizona 252 P. 509).

Where the provision in a contract authorizes dismissal at pleasure on two weeks' notice without hearing, it is contrary to the spirit and

policy of a statute providing for dismissal for unfitness or incompetency (Arizona 252 P. 509). Where a demand is made for the reinstatement of a discharged teacher, the demand must be for a reinstatement to the same position (64 Colo. 757). It has also been held that a teacher is not obligated to accept a position as truant officer to mitigate damages (156 Arkansas 285). In an Ohio case where a teacher performed the work of a janitor, he was entitled to an extra compensation although there was no special agreement for extra compensation.

A refusal to permit a teacher to enter upon the performance of duty is dismissal within meaning of statutes in the same jurisdiction (Colo. 260 P. 521). A teacher cannot voluntarily abandon her contract [Missouri A. 7 S. W. (2nd) 1018]. Where a teacher accepted notice of her discharge from the director and considered herself discharged by ceasing to perform services from that time on, it was held that the giving of an official notice of discharge by the Board of Education was unnecessary (Wis. 224 N. W. 119).

Right to Express Views

A question of partisanship, or advocacy of a particular candidate for superintendent of schools, has been held to be unprofessional conduct warranting suspension (Colo. 225 P. 783). Also, an expression of views concerning war in which the country is engaged may render a teacher incompetent, and it was held that the Board was justified

in dismissing a Quakeress who was opposed to war with Germany and all activities of the government relative thereto (*McDowell vs. Board of Education* 172 N. Y. S. 590). On the other hand it was held in a Massachusetts case, 144 N. E. 377, that an assistant principal of a high school was entitled to reinstatement because his removal by the Board was solely on account of his political views.

Marriage and Dismissal

The failure on the part of the teacher to report her marriage until the end of the term has been held not cause for removal (179 Wis. 284). However in a Wisconsin case, 224 N. W. 119, it was held that the action of the Board of Education discharging a teacher on account of her marriage does not contravene provisions of the statute recognizing freedom of women to contract the same as men. If there is discrimination on account of sex the said discrimination may be relieved against by a writ of mandamus compelling school authorities to live up to the law (*Rochwell vs. Board of Education* 210 N. Y. S. 582).

In closing it may be noted that at common law a teacher was without redress for dismissal, therefore, unless the statute provides such redress, there is none (*Shuck vs. Board of Education* 92 Ohio State 55). The cause for dismissal within the statute must be a real cause affecting the interest of the schools, 47 N. D. 297; and the grounds for the discharge must exist at the time of the discharge (165 Arkansas 466). A Board of Education may set requirements and standards to be met by candidates for a teaching position and, after sufficient notice of same, said requirements and standards must be met by those coming into the system. In one case it was held that a physical examination may be required before appointment (51 App. D. C. 352). The death of a teacher terminates her contract (*Nolan vs. Boston* 223 Mass. 285).

(Editor's note—In the June issue of *School Management* is an article entitled "Liability of Teachers." Our readers will find similar and additional treatments of the materials presented in the contribution by Attorney Derriecotte.)

ORGANIZED CHILD WELFARE

The National Congress of Colored Parents and Teachers is conducting an "Information Campaign" to create interest in those states having separate schools for colored children. The objects are the same as those of the white organization and all literature for the promotion of P.T.A. activities is given by this organization.

This Congress was organized May 7, 1926, in Atlanta, Ga., by Mrs. H. R. Butler, Atlanta, Ga. Four states, Georgia, Florida, Alabama, and Delaware, were the first Congress units. Three hundred units and about

three thousand members were represented. There were one thousand five hundred eighty-six units and a membership of twenty-six thousand nineteen at the last annual convention in Philadelphia.

Mrs. H. R. Butler is now the executive secretary and Mrs. Essie Dortch Mack, Louisville, Ky., is the national president. Because Mrs. Butler was abroad for this year the executive office was moved from Atlanta to Louisville. Our National Family (the N.C.C.P.T.) Bulletin has been published regularly during the past year. Many activities carried on in the different states have been listed and much inspiration gained by weaker states.

When parents, teachers, or any interested person pays ten cents as annual State dues they become members of the National Congress without any added dues or assessments. With this national link-up there can be more effective work than any single organization working independently may ever hope to accomplish.

The gift from the National Congress of Parents and Teachers (white) of two hundred fifty dollars for extension causes us to feel that our organization should be larger. It gave us the idea that if we were understood and if our aims, objects and departments were held up to our parents and teachers so that they may clearly understand them, we could draw them to us.

A gift of ten thousand pamphlets on "How to Organize P.T.A. and a Year's Program" from the Southern Education Foundation through Mr. Arthur D. Wright, President, is a most helpful addition where persons with little time for reading wish to organize.

The Parent's Magazine gave us two hundred and fifty dollars for use when needed. These three gifts coming to us in one year causes us to feel an increased interest has been created and that we are on our way.

The course in Parent Education which was started in Virginia State College in 1937 has been extended to a Correspondence Course by the school. More parents will now learn the best methods of "Child Care and Training," "Children's Literature," "Creative Development in Music," "Creative Development in Art," "Child Psychology," and "Study of the Adolescent Child," while at home or in the local P.T.A. meeting. The National Congress would see these courses in every state to help make ours a more helpful organization for child welfare everywhere.

At the coming convention in Tuskegee in July the Congress is looking for a greatly increased membership. A slightly different program and, we are hoping, a much more informative one is being planned. We hope to greet all old friends and many new ones.

MATTIE H. JAVINS.

(EDITOR'S NOTE: We are very glad to cooperate with the National Congress of Colored Parents and Teachers in giving publicity to their very important and much needed program of activity. We plan to publish accounts of the July meeting in the September issue of this magazine.)

How Virginia's Revised Program is Affecting Negro Life

A. G. RICHARDSON

The Integrating Program was initiated in Virginia during 1931, for the purpose of improving classroom instruction in the State. Its basic aim was to encourage teachers through the study of curriculum problems; to provide children with enriched and more powerful experiences in the classroom; to aid divisions to develop local courses of study especially adapted to their own needs; and to develop state courses of study.

General Improvement Noticeable

Since the initiation of this program, noticeable improvements have already taken place in the life of the people both rural and urban, and particularly in the life of Negroes, as a result of greater interest in their education. This interest does not grow out of a paternalistic or emotional feeling toward Negroes, but is prompted by the necessity of protecting the life and property of all citizens in the State and as a function of government in a democratic society. Authorities recognize the fact that people, not knowing how to act because of the lack of training, and having nothing to do, become victims of poverty and disease and resort to crime in their struggle to survive. It is evident that so long as there is one ignorant person in a com-

munity, that community is unsafe. In a democratic state it is the responsibility of the community and not of philanthropy, to educate all normal persons within the community for social usefulness so that they may take their places in society and become integrated, happy, contributing citizens; and it is the responsibility of the community to provide adequate institutional care for all other persons.

Adopting this point of view the State Department of Education definitely attempted to provide for the basic educational needs of Negroes in Virginia by setting up the following goals:

1. Enrollment of all Negro children of school age.
2. Regular attendance.
3. Improvement of Instruction.

This article deals with the third goal which is the improvement of instruction, frequently referred to as Virginia's Integrating Program. This program is based upon that point of view which holds that education is a process of adjustment and that the school should provide pupils with such purposeful experiences as will develop in them desirable attitudes, appreciations, generalizations, and abilities, and will aid them in their adjustment to life. It is interesting to know how this program is influencing Negro life.

A study made through the Office of the Supervisor of Negro Education during the session of 1936-37 to determine the progress of the program for the improvement of instruction in Negro schools, revealed that—

1,355 teachers or 69.8 per cent were developing units of work.

1,363 teachers or 70 per cent were adding varied activities to their instruction.

175 teachers or 9 per cent were using the text-book only.

79 teachers or 4 per cent were disinterested in the use of the Revised Course of Study.

103 teachers or 5 per cent were afraid to modify the instructional program.

In the field we find that the principles underlying this program are being put into practice. For instance, the teachers and pupils in a two-room rural elementary school together decided that as a part of their regular school activities, the floors and desks should be scrubbed, the woodwork washed, the grounds cleaned thoroughly, rooms dusted thoroughly, pictures and growing plants brought and placed in the classroom, and that their school should be made comfortable and attractive. This interest in improving living conditions at the school influenced the parents, with the result that they cooperated with the pupils and teachers by donating money and placing protective wire at the windows, adding a front porch to the school, buying paint for the pupils to paint the woodwork in the classrooms, and cutting the grass on the school grounds. The wife of the

white pastor in the community gave magazines, pictures, and maps to the school for use in the classrooms. The children take pride in keeping the school neat and attractive and it is only reasonable to expect the influence of these attractive, cheerful surroundings to be carried into the homes to which these children go.

White Pupils Study Negro

In another very striking way Negro life is being constructively influenced by the Integrating Program: Miss Flora Belle Williams, a teacher of the seventh grade in the Appomattox High School (white), interested her pupils in making a study of Negro life. The following aims were set up:

1. To awaken an interest in the land from which the Negro had come.
2. To understand how the spirit and character of the early Negro had been handed down to the Negro of today.
3. To find out the advantages and disadvantages of slavery.
4. To learn to appreciate the loyalty displayed by the slave to his master during the War Between the States.
5. To compare the condition of the Negro in Africa with that of the Negro in slavery, and afterwards.
6. To improve interracial attitudes out of which unfavorable conditions grow.
7. To think more kindly toward the race.
8. To prepare to work peacefully together.

The pupils and teacher worked on this study eight weeks. They studied such things as: The Negroes' Native Home, the Negro in Slavery, and the Negro of Today. At the close of this study the white pupils stated the following outcomes in their own words:

1. "I've always thought of Negroes as 'N———'; now I think of them as a race of people, Negroes."

2. "I feel more kindly toward the race."

3. "Negroes should be given a chance in life to live."

4. "I never knew before that there were Negro artists, writers, etc."

5. "Before this study I knew of one outstanding Negro, Booker T. Washington; now I know of many others."

This is a concrete example of the effect the Integrating Program is having on Negro life. It is causing people to seek the truth about the Negro and to discover that he does make a very definite contribution to civilization despite the popular notion to the contrary. As a result of this study of Negro life, these white boys and girls will have a different attitude toward the Negro when they become Mayors, social workers, legislators or law enforcement officers, as they are destined to become, and Negro life should become more sacred to them because of their knowledge of the truth.

Since the initiation of Virginia's new program, new, modern, and well equipped school buildings have been built in Greenville, Powhatan, Westmoreland, Halifax, Pittsylv-

nia, Amelia, Fluvanna Counties and the cities of Richmond, Portsmouth, Staunton, Newport News. Plans are now being considered for providing better buildings for Negro children in numerous other counties and cities. In our opinion the educational program that Virginia has now adopted has promoted better school housing facilities in which an adequate citizenship program may be carried out.

Work of Supervisors

To carry out this Integrating Program the Supervisors work with the many superintendents and school boards to the end of providing adequate school facilities for those children now in attendance and for the twenty-five per cent of Negro children of school age that have not as yet been enrolled in the schools of Virginia. These efforts have met with a reasonable degree of success, as evidenced by the several new buildings which have been constructed and the fact that a number of school boards have provided transportation for Negroes at public expense.

Classroom visitation has been used widely as a means of stimulation and leadership. During the year 1936-37, the State Supervisors visited ninety-three counties; four hundred thirty-eight schools; and one thousand, one hundred sixty-three classrooms. They took part in one hundred twelve teachers' meetings; seven school board meetings; ninety-four general meetings; and traveled thirty-two thousand, two hundred thirty-seven miles during the year.

During the session 1936-37 local

supervision was carried on in sixty-eight counties by sixty-four Jeanes Supervisors.

Conferences Held

A two-day conference of Jeanes Supervisors and a three-day conference of the high school principals were held. These were working conferences in which all members actively participated. The problems considered at these conferences were:

1. What are the characteristics of a democratic school and how may they be achieved?

2. Practical steps through which a functional philosophy of education may be expressed.

3. The program of instruction.

4. Practical steps in bringing the core curriculum into effective operation in the schools.

5. Organization of pupil experiences. Ninety-eight per cent of all the Principals and Jeanes Supervisors in the State were in attendance. Many superintendents and other school officials attended and participated. The conferences resulted in arousing in those attending, a deeper interest in the basic needs of Negro education in Virginia, and a greater desire to cooperate with parents, teachers, and school officials in developing ways to meet these needs.

Eleven Regional Conferences were held in the respective geographic areas of the State. These conferences were attended by supervisors, principals, teachers, and school officials in those areas. At these conferences the following problems were considered:

1. How May All Children of

School Age be Induced to Enroll in School?

2. How May Attendance Be Improved?

3. How May Instruction Be Improved?

4. How May Community Relationships Be Improved?

5. How May Failures Be Reduced?

High Schools Provided

In order to promote high school facilities for Negro children in sections of the State with a sparsely settled Negro population, conferences for considering regional high schools were held with parents, citizens, and school officials. As a result of these conferences, two regional high schools have been established and extended, one at Christiansburg, and another at Manassas. Each of these regional high schools will serve the people of several adjoining counties. Six Negro high schools have been added to the State Accredited High School list and two additional high schools have been accredited by the Southern Association of Colleges and Secondary Schools. With one certified and two qualified high schools, the total number of accredited, qualified, and certified high schools in the State is now fifty-five, eight of which are accredited by the Southern Association of Colleges and Secondary Schools.

Curriculum Adaptation

The Virginia Integrating Program makes it possible for a pupil in high school to choose from three general courses that program in

which he is most interested and which meets his needs. He may choose a straight academic course, a course in practical arts, or a course in fine arts. According to Virginia's new program the curriculum is centered around the idea of aiding boys and girls to improve their daily living. According to this conception, life and living constitute the content of the school day and the school endeavor. How to live is learned in and through the process of living. Whatever is best in the process of living and the best way to attain it become objects of inquiry by teachers and pupils together. Negro people, through the influence of this program are realizing that life is not confined to limiting areas. They recognize the fact that life goes on in the school, the home, the school bus, the playground, the museum, the theatre, and

other places, and that they have a very definite part in making life bearable or unbearable.

As a result of this program, efforts are being made to have Negro schools meet the needs of the people for whom they were created. Negro people are taught how to face courageously, to meet intelligently, and to satisfy more effectively their life needs or wants by cooperatively planning with others for the welfare of all people. Thus it is that leaders in the State of Virginia have been stimulated to become interested in the 650,165 Negro people who represent 26.8 per cent of Virginia's total population through the influence of Virginia's Integrating Program.

(Editor's Note—An article by Mr. Richardson, expressing the same thought presented here, appeared in the March issue of the *Virginia Teachers Bulletin*.)

The Negro School System of Hamilton County, Tennessee

T. D. UPSHAW, JR.

Hamilton County is located in the Southeastern section of Tennessee. The principal city is Chattanooga. The County has a system of good roads and a population density of from 250 to 300 persons to the square mile. The Negro school population in Hamilton County is about 800. There are ten elementary schools and one high school to serve

the educational needs of this population. Four of these schools are one-teacher schools, three are two-teacher schools, and one a three-teacher school. The high school also has a three-teacher elementary department.

The children of the county system have to walk up to two miles to school. Modern school buses owned

and operated by Negro drivers operate through the elementary school districts to the high school and transport all students who live more than two miles from the school. Five of these buses operate for Negroes. There are twenty-nine teachers in the Negro schools. Ten of these are at the high school. All teachers of the high school hold professional degrees. All teachers of the elementary schools either hold professional degrees or have spent two or more years in teacher training in the State college. The Jeanes Supervisor is also a graduate of the State college.

The system is operated on the 6-6 plan. The high school starts with the seventh grade. Teachers in the elementary schools have less than thirty-five students in their classes. All of the schools of the system are conducted in buildings constructed and properly equipped for the work of their grade level. Free textbooks are furnished through the fourth grade. Five schools of the system have libraries, others are served by the Jeanes Supervisor who circulates the books.

The Booker T. Washington High School is located centrally in the county on a plot of high land containing about seven acres. The building is fire-proof, and is of the one-story modern type. It has five classrooms devoted to high school work; three classrooms devoted to elementary work; a library, seating 40; a health clinic room; auditorium, seating 300; a well-equipped science laboratory; shop room; home economics department; and a four-room modern and fully equipped cottage

connected with the home economics department.

High School Program

The program of the school was built to meet the needs of the people it serves. Most Negroes of this section are employed in homes and hotels as domestic servants, but they are gradually being replaced by workers of other races. To offset this, the school has a course of training for future domestic servants. Here students are trained for work as chauffeurs, butlers, housemen, cooks, gardeners, maids, nurses and household managers under well-qualified instructors. Every practical facility is provided for this training. Students pursue this work while carrying the regular prescribed State course of study.

Courses in building trades are also offered to boys interested in this field. Plans are about completed for the construction of an addition to the building. This addition will consist of a regulation gymnasium, agricultural laboratory, showers and locker rooms for boys and for girls, and a band room. This building program offers an opportunity for practical experience for students of the building trades department. Beginning with the next school year, a department of agriculture will be added to train the youths of the county to develop truck, dairy and live stock farms. Courses in landscape gardening will also be offered. To provide facilities for experimental work in this department, an adjoining 30 acres of farm land is being purchased.

Teachers' Program

The teachers of the high school and elementary departments are certificated and experienced in the subjects taught by them. Only the latest methods of instruction are used by both groups.

One day in each school year, the State Department of Education invites the Superintendents and School Boards of several East Tennessee counties to close their Negro schools and send their teachers to Booker T. Washington High School for observation and instruction. On this day the school operates on the regular schedule. Seats are provided in the rear of each class room for teachers who observe in the classes which they teach at their own schools. After the students are dismissed for the day, the teachers assemble in the auditorium for a seminar and addresses by leading educators.

A similar program is conducted monthly for the teachers of the Hamilton County schools. Teach-

ers' meetings are held on Fridays and all schools of the system are closed except the High School where teachers assemble to observe examples of good teaching. After students are dismissed for the day, teachers hold group discussions. Teachers are free from Saturday meetings and receive pay for the Friday meetings.

The students are afforded every opportunity for cultural and artistic development through the extra-curriculum program. A period is provided each day for activities in the various organizations. There is a large chorus, a glee club, a quartet, a 21-piece band, a dramatic club, 4-H club, a Boy Scout Troop, Girls' Reserve, Hi-Y Organization, service club, home economics club, football team, basketball teams, softball teams, volley ball teams and literary and debating associations. Students show appreciation for the modern building and beautiful campus, and are organized to preserve its beauty and utility.

FRONT VIEW OF BOOKER T. WASHINGTON HIGH SCHOOL,
EAST CHATTANOOGA, TENN.



Experimental School

During the Summer of 1936, the Tennessee State Department of Education conducted an experimental school for thirty rural teachers. Four demonstration teachers conducted elementary school for about seventy-five children who enrolled for the extra session of six weeks. These observing teachers represented fifteen counties of the State. The project was sponsored by the General Education Board and provisions were made for the teachers to live in the school community for this period. In addition to observing the regular school work, these teachers were given courses in methods, organization and community work, elementary science, foods of rural people, elements of agriculture and health. Credit for the work was granted by the State College.

The program of community work for the rural Negro teacher was stressed during the six weeks. Homes were improved, wells were covered, sanitary toilets were built, recreational programs promoted, family surveys made, Sunday School classes, community singing and model church services were conducted. Rural teachers were instructed how to organize their schools as a center of information and service for community needs. The Superintendents of these fifteen

counties were also invited for a one-day session during the six weeks' term for a conference on the problems of Negro rural schools.

Placement Bureau

The success of the program of the school can possibly be measured by the results of the placement bureau. All students who have spent one year or more in the service department and who graduate or drop out of school are readily placed in regular jobs with pay above the average for such work. During the school vacation, all students desiring summer work are placed in homes and hotels for work. The school has never been able to furnish enough workers to meet the demand on this department. Work in the building trades is just a year old, and results of the training cannot be tabulated as yet.

Those students who graduate from high school and who show ability to profit from college training and who are financially able to attend college, are encouraged to enter the college of their choice or where they can receive training for the work they wish to follow. Many of the students who have gone to college during the three years of this school's existence are working for families in the school community and on the campuses to aid them in meeting their expenses.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

A Minimum Program of Health Protection and Health Promotion in Colleges for Negroes

PART IV

EDITOR'S NOTE: This is the concluding section of the report of the sub-committee of the Executive Committee of the National Negro Student Health Association. The first three sections appeared in the September, December and January issues of this magazine.

Health Teaching

Health Education is the sum of all experiences which favorably influence habits, attitudes and knowledge relating to individual, community, and racial health. School health education is that part of health education that takes place in school or through efforts organized and conducted by school personnel.

Objectives

Health Teaching is that organization of learning experiences directed toward the development of favorable knowledges, attitudes and practices. This phase of the health education program should have certain general objectives: The education of students regarding the possibilities of health advancement, the scientific bases of our knowledge of health, the obstacles in the path of health, the health problems of the country, the stimulation of desire for attainment of health on the part of individuals and of interest in

taking necessary steps for correction of defects.

Learning takes place in class situations, in person to person conferences, and in participation in a situation presenting in concrete form desirable or undesirable elements. Therefore, a plan for health teaching must provide class-room instruction, personal conferences, a physical environment which conforms to high standards of environment, hygiene, medical and nursing service of a desirable type, and a college program so organized and administered as to take into account the health of pupils and teachers.

Health teaching should recognize the intellectual maturity of college pupils and the increasing responsibility they are taking. It is the time for giving, as completely and objectively as possible, the facts by which conduct should be guided, and practice in solving personal and community health problems.

Program

Health instruction should reach all students in college. There is practical agreement that adequate health instruction can not be given by the correlated instruction plan. Special hygiene courses should be offered and required of all students.

There should be at least two of these courses of not less than two semester hours credit and there should be no exemptions. An acceptable plan follows:

Freshman Year: First semester—
Required Course—Community Hygiene—18 weeks—2 semester hours credit.

Freshman Year: Second semester—
Required Course—Personal Hygiene—18 weeks—2 semester hours credit.

Sophomore Year: Second semester—
Elective Course—Mental Health Principles—18 weeks—2 semester hours credit.

The content of required and elective courses in health education is of great importance. Not only are the materials to be presented important but is also the method of presentation. It is interesting to note that among the qualifications set up for the teacher of health by the National Conference on College Hygiene, no one specific graduate degree was listed. The emphasis was placed on the following qualifications: First, those characteristics that make up an attractive personality; Second, interest in, and understanding of youth and its problems; Third, expert skill in the technique of efficient teaching; Fourth, thorough preparation in biological, sociological, and educational sciences.

There is little or no agreement as to the sequence of the topics in hygiene. Rather, it is suggested that the special needs and practices of individual institutions determine the order of presentation.

The following suggestions as to

the content of hygiene instruction were recommended by a committee on courses in hygiene of the American Student Health Association.

a. Physiology and anatomy should be presented to serve as a basis for teaching of hygiene, and the problems of hygiene to be considered should be the criterion for selecting the anatomical and physiological material to be presented in the course.

b. The student should be presented with sufficient facts to enable him to promote a high level of nutrition.

c. Students should be given the basic facts of normal personality functions. This presentation should include the mental health aspects of habit formation and habit forming agents, with emphasis upon alcohol and other narcotics, such as tobacco and the so-called milder hypnotics.

d. Social hygiene instruction should be stressed, and this should include a clear understanding of the normal sex impulse. Facts about the maintenance of normal family life should be included.

e. Fundamental knowledge concerning the nature, sources and modes of infection, methods of prevention and control of the more important communicable diseases should be stressed.

f. Special emphasis should be placed on periodic physical examinations and creation of an intelligent attitude toward diseases.

g. Instruction in community health problems should seek to develop within the individual an ap-

preciation of the health needs of his own community. This should include the sanitary disposal of wastes, pure water, milk, food, etc.

h. Facts concerning certain non-infectious diseases, including those due to organic defects and impairments, and health hazards which affect the respiratory, the endocrine, and gastro-intestinal system should be discussed.

i. Finally, the student should be given an appreciation of the responsibilities and accomplishments of the official and voluntary health agen-

cies in his community.

Many of the college courses in health education have been of a superficial nature and definitely indicate a lack of thoroughness. College hygiene should be attacked from a different point of view than the conventional subject. It should have for its objective not mastery of subject matter, but mastery of one's self. This involves, not only choice of subject matter, but a presentation that will stimulate students in a thorough-going practice of what they learn.

Tips For Teachers

The Office of Education of the United States Department of The Interior issues a steady stream of publications, many of which are invaluable, as well as inexpensive, sources of ideas and information on all phases of education. The following selection of some of these publications should prove helpful to our readers. Please address all orders to the United States Government Printing Office, Washington, D. C.

Guidance Bibliography (Bulletin 1937, No. 37. 10c.) Compiled by Marion H. Witmer and Maris M. Proffitt, this bulletin is an annotated list of books, pamphlets and periodical references on guidance appearing during the calendar year, 1936.

Opportunities for the Preparation of Teachers of Exceptional Children (Bulletin 1937, No. 17. 10c.). This bulletin by Elise H. Martens includes a list of course offerings, by states, in the institutions which provide specialized training for teachers of exceptional children.

Needed Research in Secondary Education (Bulletin 1937, No. 28. 10c.). Carl A. Jessen presents an extensive list of suggested studies which are an outgrowth of the monographs of the National Survey of Secondary Education. A section relating to secondary education for Negroes is included in the bulletin.

Industrial Arts, Its Interpretation in American Schools (Bulletin 1937, No. 34. 15c.). Maris M. Proffitt, Chairman of the Office of Education Committee on Industrial Arts, presents this report which outlines pro-

grams for teaching industrial arts on each of the school levels and also considers the problems of administering and supervising them.

Printed Page and the Public Platform (Bulletin 1937, No. 27. 20c.). This bulletin, by John Chancellor with the assistance of Chester S. Williams, gives the results of a study of the relation of reading to forums and discussion groups of all sizes and of various sponsorships which deal with public affairs.

Legislative Plans for Financing Public Education (Pamphlet No. 79. 10c.). Timon Covert and Ward W. Keesecker include materials in this pamphlet which deal with trends and present practices in school finance and five examples of state plans for supporting education.

Forums for Young People (Bulletin 1937, No. 25. 15c.). This bulletin is a study of problems and plans involved in providing forum discussions for high school and college students, and for young people in the community, which was prepared by J. W. Studebaker, Paul H. Sheats, and Chester S. Williams.

Per Capita Costs in City Schools, 1936-37 (Pamphlet No. 81. 5c.).

This pamphlet, by Lula Mae Comstock, presents an analysis of current expenses per pupil (not according to race) in average daily attendance in 308 city public-school systems for the school year 1936-37.

Some Factors in the Adjustment of College Students (Bulletin 1937, No. 12. 10c.). This bulletin reports the results of a study, by David Segel and Maris M. Proffitt, of the adjustment values of certain facts which are usually known about entering college students in 13 universities.

College Student Mortality (Bulletin 1937, No. 11. 15c.). This is a study, by John H. McNeely, which consists of the determination of the extent to which students leave college together with analysis of the factors responsible for their withdrawal. Howard University was one of the cooperating universities.

Cooperative Training in Retail Selling in the Public Secondary Schools (Vocational Education Bulletin No. 186. 20c.). This bulletin, by Glenn Oscar Emick, describes the practices followed in nearly all cooperative retail-selling classes in operation in this country during the school year 1932-33.

The Langston Housing Project

HILYARD R. ROBINSON

In Washington, D. C., is built the Federal Public Works Administration's only local low-rent housing project. Its origin was conceived by a Negro. Its architectural planning,

designing and landscape planning was done principally by Negroes. In constructing the project Negroes served as assistant project engineer, inspector and skilled me-



AIR VIEW OF THE LANGSTON HOUSING PROJECT TAKEN WHEN THE BUILDINGS HAD BEEN ABOUT NINETY PER CENT COMPLETED—NO LANDSCAPING INSTALLED.

chanics. The project was named "Langston" in memoriam to the distinguished Negro educator and United States Congressman from Virginia, John M. Langston. And now the project is occupied by Negroes under the management and maintenance control of Negroes.

This is a pioneering event and so, like many pioneering events, this project has, perhaps, a distinct educational value—a value in the sense that it marks what might be considered the beginning of a new era in the consideration of the importance of social security for low-income people as a responsibility of the Federal Government—where both the recipients, planners and many workers are Negroes.

Early Plans

In the beginning the Langston Project became a possibility by virtue of the Federal Emergency Public Works Administration Act, bringing into being what was known

some months ago as the P.W.A. Housing Division, now the United States Housing Authority. Curiously enough, under the control of this latter named authority the Langston Project is the first and only housing project constructed by the Federal Government in the Nation's Capital. Originally plans were considered by the Government for the construction of three low-rent housing projects in Washington—one for Negro occupancy and two for white.

Back in the early part of 1933 Hilyard R. Robinson, who was appointed by the Government as Chief Architect for the Langston Housing Project, organized one of the first limited dividend low-rent housing projects planned for Negroes in Washington, submitted plans to the P.W.A., received their approval on the preliminaries, and finally ran into the later well-known snag of unsurmountable difficulties involving the complete acquisition of proj-

ect land at a price acceptable for low-rent housing.

Following this effort the P.W.A. appointed Mr. Robinson as Chief Architect for a \$3,500,000 Federally financed and supervised slum clearance project in the southwest of Washington. Despite the best efforts of the Government in acquiring land for this project, litigation was initiated against the Government (by a mere handful of owners of property, wanted for the project site) to restrain the Government from the use of the right of land condemnation in the acquisition of private land for public use. As a matter of historic note it might be remembered in this connection that the now nationally famous Louisville case based on similar circumstances in Louisville, Kentucky, tried in a Federal court and lost by the Federal Government, probably served to stimulate a strong resistance on the part of private land owners throughout the United States to the Government's condemning their property—at a price fixed by the courts—for use as sites upon which to build public low-rent housing.

Not to be outdone, although abandoning the southwest housing site, the Government finally purchased blighted area property in the northeast of Washington where a satisfactory and unresisted purchase was arranged.

This is the land on which Langston was built. As a site it is most impressive. It is located on an eminence overlooking an upper branch of the winding Potomac River and the green hills of Virginia.

Beyond this, good fortune extended even further, for one of the most significant public school communities in the East is located just off one of the boundaries of the site. This school group when completed, as it is now understood to be projected, will make it possible for a child to be born at Langston, travel in safety across a protected area just a few steps from his home to kindergarten, and, if he is diligent and ambitious, will make it possible for him to be graduated from high school and trained as a public school teacher in a Teachers College near the site.

Special Features

Besides education there is too the opportunity for recreation. Little tots should have protected areas, convenient to the observation of the parents, in which to play. Langston provides these facilities not only out-of-doors under shaded environment (when the landscaping is completed) but also in play rooms planned especially for children. Adult recreation too has been taken care of. It has been provided for through two especially laid-out Club and Social rooms en suite with a fully equipped kitchen and comfort facilities.

This housing community consists of dwellings to accommodate 274 families. These dwellings are arranged in distinctive groups of units providing apartments, two-story flats, where a family occupies independently one each of the two floors in the flat, and finally, two-story row dwellings, where an individual family occupies the entire two floors.

These same dwelling units have been arranged in groups so as to provide a liberal exposure to sunlight and fresh air. To give the building units a measure of interest and livable charm the architects took care to arrange them on the site in relation to one another in a manner to avoid monotony without sacrifice of convenience and conditions of healthful living. The dwellings, being fireproof, are of extremely durable construction and provide two-, three-, four- and five-room homes for families of various sizes.

In the brief scope of this article a complete description of all details which, for their own sake, might be interesting is of course quite impossible. Attention, however, should be called to the fact that all the buildings are heated from a central heating plant. Hot water, electricity for cooking, accessories, and lighting, and dwelling heat are all included in the rent charged to the tenants of the Project. As for rent, the largest dwelling unit of five rooms, including the above mentioned services, does not exceed \$31.85. The commercial electric service line provides electricity for cooking, etc., at less cost than gas.

Symbolic Sculpture

The architects gave careful thought to symbolizing in the Project the social significance of low-rent housing provided under modern planning for people who need it most and who are least able to pay for it. A symbolic sculptured frieze was designed over the arcade to the main Project community

court. It has been reported that Langston is the first housing project of 50 built by the Federal Government to carry such a developed social theme in sculpture.

A brief description of the sculpture, therefore, might be of interest. The composition of the sculpture consists of seven groups of figures. Each group broadly symbolizes the rural background of low-income Negro masses of Washington to the greater social security provided through modern low-rent community housing. The most striking part of the theme is emphasized in a monumental statue representing young, vigorous motherhood looking up and outward to better things. This sculptured unit, monumental in size, shows a young Negro woman with her two small children playing at her feet, the whole being elevated to prominence above any of the other sculpture in the group.

Sculpture is a most natural and effective means of adding more human interest to buildings. In Europe, where the writer made extensive research on housing and community planning, sculpture has been fruitfully used to symbolize the social importance of modern low-rent community housing. It has stimulated the tenants to think beyond the bricks, mortar and cooking range to the deeper significance of their better homes.

Comments

The planning of Langston has been to some extent an experiment—an experiment in part calculated to simulate public interest in focus-

ing thought, attention and action on the importance of enlightened housing for underprivileged or low-income people. It would seem, therefore, even at this early date, following the completion of the Project, that studied and published criticism by others might be of interest. In the April 30, 1938, issue of the magazine *The New Yorker*, American and international critic Lewis Mumford, in his article under "The Sky Line" appraising the architectural planning of projects accepted for exhibit at the Architectural League, in New York City, wrote as follows: "To come closer to Mason and Dixon's line the P.W.A. apartments in Washington, D. C., by Robinson, Porter and Williams set a high standard for exterior design, and the use of sculpture against the flat walls of the building is more conspicuously successful

here than anywhere I can recall; It looks better than the best modern work in Hamburg or Vienna that I can recall." In the June issue of *The American Association of Social Workers of Maryland*, a liberal appraisal of Langston was written from the viewpoint of a social worker, who recently inspected the Project. Publication of photographs and comments have been printed in the May issue of *The Architectural Forum* and in the June issue of the professional journal, *Pencil Points*.

Langston cost a total of nearly \$1,900,000. Posterity will probably be able to tell whether this money was wisely used—or whether the bodies of the architects should be exhumed and incarcerated before public view in the confinement of a public prison as an example to the future generation of housing planners.

Field Notes From Jeanes Teachers

Davidson County, Tenn.

(Mrs. Georgia Cash Frierson)

The county teachers responded 100 per cent to the membership drives of the Red Cross and the Tennessee State Teachers' Association. Two more Rosenwald libraries were added this month and the high school has added \$132 for books for its already sizeable library. Missionaries from China have visited our schools, studied the activities and taken pictures with a view to

promote similar activities when they return to China. 534 children have won the title "Blue Ribboners" because of perfect health records for the year. Ten schools have won the 100 per cent health award; they represent one-third of all of the schools in the county.

Pickens County, S. C.

(Miss Velma V. Watters)

Every school in the county observed "Jeanes Day" on October 26, 1937. This day also marked the

beginning of the raising of the county's quota of the Randolph Fund. Literature on Jeanes work was distributed to both races. Talks and lectures were made and explanations given to the many white and Negro friends who freely contributed to the Fund, but previously had not known who Jeanes teachers were and what they could mean to counties. Every individual and every community contacted was made Jeanes conscious and soon everyone was discussing the activities of the Jeanes Teacher. Pictures of Miss Jeanes and Miss Randolph were given to all who gave one dollar to the Fund. They helped to make the work more realistic and

seven and eight months, according to the type of school. We have an active P.T.A. in all except one school. These are federated into a parish organization which meets once a month. They have started a rural circulating library and built 20 sanitary toilets in schools and homes. Their objectives for this year were to have every family plant a garden, to get all educables in school, to beautify the school grounds and the homes, and to help purchase school equipment. This summer the P.T.A. plans to can foodstuff for soup to be served once a week in every school, to help children buy suitable clothing for the winter, and to arrange for children

In recognition of the excellent service rendered to the education of Negroes by the 474 Jeanes Teachers in 505 counties in the South and the Virgin Islands, we are devoting this section of the magazine to accounts of their activities, in order that all of our readers may become better acquainted with their work. We are indebted to Dr. Arthur D. Wright, President, Dr. W. T. B. Williams, Field Agent, and Miss Shellie T. Northcutt, Special Jeanes Teacher,—of the Southern Education Foundation; and to the Jeanes Teachers in the field, for their cooperation with us in this effort.

aroused a greater appreciation of the work and a desire to help carry it on in the schools.

Jackson Parish, La.

(Miss Willie C. Powe)

This is the first year this Parish's Negro schools have been under the supervision of a Negro. We have 1,400 educables in the Parish; of these 1,260 are in school. There are 20 schools; 10 one-teacher, 8 two-teacher, 1 three-teacher, and 1 seven-teacher. Our term lasts for

to attend school more regularly. Three-fourths of the teachers attended extension classes during the term. All of them plan to spend at least six weeks in summer school. Every rural school is offering a homemaking course to the girls and boys.

Florence County, S. C.

(Mrs. Ida E. Greene)

Our little bark we've tried to steer
With rudder strong, we knew no
fear.

A wider problem method course
We bravely took, you know the
source.

Yes, teacher guidance was its best,
Pupils were left to do the rest.

Democracy in classrooms came,
Group organization won fame.
Hands were trained in technique
and skill,

Discarded junk was used at will.
Building projects got under way,
Old shacks went down, they had had
their day.

Better equipment was the call,
Funds were raised for some, not all.
Buildings and grounds took on fine
looks,

Children were happy with new
books.

Trends, methods are the best today,
On every hand you hear them say.
If thinking of tomorrow does
change,

We'll start again with wider range.

Grimes County, Texas

(Mrs. Mary T. Birdwell)

County-wide graduation exercises for the common schools were held in Anderson, Texas, on April 24. Thirteen schools were represented. The Invocation was given by Reverend L. B. Allen of Navasota, Texas; Salutatory Address by Johnie Mae Dickens of Pine Grove School; Valedictory Address by Margaret Dickson of Nichols Chapel School; Introduction of the Speaker by the Jeanes Supervisor; Address by Dr. Gordon Worley, Special Supervisor of Negro Education in Texas. County Superintendent M. B. Thomas presented the seventh grade certificates to the 50 boys and girls who graduated. Music was rendered by the following schools: Bethel Grove, Pine Grove, Richards, Templeman Hill, St. Holland, and Courtney.

EDUCATIONAL NEWS AND EVENTS

A.T.A. Meeting

The thirty-fifth annual convention of the American Teachers Association (formerly the National Association of Teachers in Colored Schools) will be held at Tuskegee Institute, Alabama, July 26 to 29. The Theme will be "The Negro Youth Looks at Occupations in America."

Let My People Live

Rex Ingram, who played the part of "De Lawd" in "Green Pastures," plays a leading role in the National Tuberculosis Association's new moving picture, "Let My People Live." The picture, which will be released this summer, has an all-Negro cast. It dramatizes facts of tuberculosis as it affects the colored race. It was filmed entirely at Tuskegee In-

stitute, Alabama, and among its features is the Tuskegee Choir of 100 voices, under the direction of William L. Dawson. Other persons in the cast include Peggy Howard, Erastine Coles and Earl Brown.

The picture, which lasts 20 minutes, will be shown in the theatres throughout the South and in large cities in the North. State and local tuberculosis associations also will show the picture at meetings of Negro fraternal, educational, church and civic groups.

John Chavis Park

Opened in May was John Chavis Park in Raleigh, N. C. It is regarded as one of the finest parks in the South, and was named for John Chavis, a free Negro who was a distinguished educator in the early years of the Republic. As a tutor for leading white families, he had among his pupils a boy who became governor of North Carolina and another who became governor of New Mexico. The park, comprising 113 acres, extends over what was formerly a waste area in the southeastern section of the city. The purchase of this land, its clearance and the building of recreational facilities were all made possible by WPA funds and contributions provided by the city. Thus far, \$113,409 have been spent in the building of an athletic field, concrete grandstands for spectators, a swimming pool, tennis courts, an enclosed merry-go-round and refreshment stands.

Lincoln Award

For the most outstanding achievement in the education of the Negro

in Kentucky, Lyle Hawkins, Project Supervisor of the WPA Negro Adult Education Program of Louisville, won the Lincoln Award. This award is a key which was presented by the Kentucky Negro Educational Association. In addition to this award, Mr. Hawkins also won a seat as a member of the Board of Directors of the Association. His work led to the establishment of the first accredited Negro high school for adults in the United States under the emergency education program.

Project Assistants

A new CCC bill permits the enrollment of five additional men to be known as project assistants for each one of the 1,500 camps now in existence. At colored camps, these persons will be Negroes which will make possible promotion for several hundred enrollees. Starting on July 1, their pay will be \$30, \$36 or \$45 each, according to the rating they are given after they arrive at the camp. They will have the same enrollee status as the other men. Each camp, at full strength of 200 men, is authorized to have ten leaders and 16 assistant leaders. The new project assistants may either be unrated enrollees, assistant leaders, or leaders, depending upon their ability.

Negro Newspapers and Periodicals

Issued in May was Bulletin No. 1 of the Department of Commerce, Bureau of the Census, entitled *Negro Newspapers and Periodicals in the United States: 1937*. Listed are the names and addresses of 315 newspapers and magazines, and some

pertinent facts about their increase in numbers and circulation.

Recreation

The June issue of *Recreation* is the yearbook number. Included in its presentation of data relative to community recreation leadership, facilities and activities in 1937, is much information about Negro participation. Their figures show a general increase, since last year, in the number of cities reporting playgrounds for Negroes.

Conference of Administrative Officers

In the June issue of *The Elementary School Journal* is an announcement and the complete program of a conference of administrative officers of public and private schools which will be held by the Department of Education of the University of Chicago in the Club Room of Judson Court, College Residence Halls for Men, during the week of July 18-22. The theme of the conference will be "Critical Issues in Educational Administration." The conference is open without fee to students registered in the summer quarter and to administrative officers of public and private schools who desire to attend. Programs of the conference will be mailed to anyone applying to Professor William C. Reavis, Department of Education, University of Chicago. Room and board will be provided, to the extent of the available capacity, in Judson Court, for the week, Monday to Friday, for \$16. Reservations may be made through William J. Mather, Bursar of the University of Chicago.

Choosing Our Way

The story of a forum program sponsored by the Office of Education and the results of a survey of 431 forums under various sponsorships is told in Bulletin 1937, Misc. No. 1 of the United States Department of the Interior, Office of Education (for sale by the Superintendent of Documents, Washington, D. C., for 35c.). This 118-page large size bulletin, by J. W. Studebaker and Chester S. Williams, gives practical assistance to those who want to organize adults into discussion groups to study America's problems; gives methods for improving forum programs already in existence; and includes a list of more than 700 existing forums, names, addresses, and facts about them.

The Urban Negro Worker in the U. S.

Released in May was Volume 1 of an analysis of the training, types, and conditions of employment and the earnings of 200,000 skilled and white-collar Negro workers. This survey entitled "The Urban Negro Worker in the United States, 1925-1936," is sponsored by the U. S. Department of the Interior, administered by the Office of the Adviser on Negro Affairs, and financed by the WPA. The present volume, by Ira De A. Reid, director of the survey, Preston Valien and Charles S. Johnson, presents a statistical summary of the materials for the United States and its geographic regions (for sale by the Superintendent of Documents, Washington, D. C., for 25c.).

The Education of Negroes

Included in the *American Yearbook* (New York, Thomas Nelson and Sons, 1938), Volume 23, pages 954-964 is a short but comprehensive treatment of the education of Negroes during 1937, by Hampton Institute's Director of Education, William Anthony Aery. Dr. Aery presents materials on rural, elementary, secondary, vocational, adult, higher, and health education; The Negro and the CCC and the NYA; Rosenwald Awards; and race relations. Mimeographed reprints have been made from the Yearbook article by Dr. Aery.

Study Programs

The Group Service Bureau of *The Parents' Magazine* (9 East 40th St., New York City) has made available for free distribution copies of two new programs for the 1938-39 meetings of P.T.A.'s, Mothers' Clubs, Child Study Groups, and others interested in school-age children. Entitled "Parents and the School-Age Child" and "Wise Ways With Young Children" these programs provide subjects for discussion at the meetings for each month from September to June.

Marihuana

Published in March was a 48-page booklet entitled "Marihuana," The New Dangerous Drug." Written by Frederick T. Merrill this booklet should prove of much value to those interested in stamping out this drug evil which is increasing in prevalence among youths of the 'teen ages. The booklet costs 15c and can be secured from the Opium Research Committee, 1200 National Press Building, Washington, D. C.

Teachers' College

By a recent vote of the Board of School Commissioners of Baltimore, Maryland, the Fannie Jackson Coppin Normal School was changed from a three-year teacher training school to a four-year teachers' college. This school was established in 1901 for the purpose of preparing Negro teachers for the elementary schools of Baltimore. The length of the first curriculum was one year. In 1906, the curriculum was lengthened to two years and in 1931 it was lengthened to three years. Approximately ninety per cent of the 800 teachers in the Baltimore School system are graduates of this college. Dr. Miles W. Connor is president of the college.

DIGESTS AND REVIEWS

MAGAZINE ARTICLES

Why Secondary-School Pupils Leave School

This article by Walter Crosby Eells, in *The Clearing House* for May, is the second of a series deal-

ing with the results of the Cooperative Study of Secondary School Standards, of which he is coordinator. Secondary-school mortality is analyzed by several important fac-

tors and presented in tables for a quicker grasp of the prevailing situations. The author summarizes that "In secondary schools in the United States it may be expected that 7 or 8 per cent of the pupils enrolled at the beginning of the year will sever their connection with the school before the year closes, and that at least 6 per cent will be temporarily absent for illness or other reasons on an average day of the school year, according to our findings. A greater degree of permanent absence is to be expected among pupils in the lower levels of mental ability than in those of superior ability. Public schools are likely to suffer more than private schools. Accredited schools hold their pupils better than the non-accredited schools. The schools in the Western part of the country suffer somewhat more from absences than those of the East or Middle West."

New Ideas in Student Government

"It is a fundamental necessity to prepare students for citizenship in a democracy.... The best preparation for life lies in living, and the best preparation for citizenship in a democracy is to act a citizen," states Lois Fullerton in the May issue of *The Social Studies*. The writer tells of the activities in student government carried on in the St. Anne High School, St. Anne, Illinois. One interesting project proposed for the school is *Public Night*. "On *Public Night* the parents go to school and the students stay at home or go to a movie. The

parents are given the schedule of their sons and daughters and they attend short sessions of classes. This serves to give them an idea of how the school day is divided, the kind of classrooms their children sit in each day, and what Bill or Mary mean by the home room or the assembly." The writer concludes that "We must resolve to do our part to make schools better, to have strength of character and to learn to be useful. We must look to this day for life. In its brief course lies the reality of our existence—the call to action. Yesterday is a dream, tomorrow is a vision. Today well lived makes every yesterday a dream of happiness and every tomorrow a vision of success."

Attendance in Negro Schools

Cecil D. Goodlow concludes that "ignorance on the part of parents is one of the major reasons for poor attendance" in his article in the *Mississippi Educational Journal* for May. He gives the following program which should help to improve the attendance in Negro schools: "(1) Intensify the program of adult education. (2) Include a course in Community Management and Improvement in the curriculum of teacher-training Institutions. (3) Cease employing unprepared teachers, and require those in service to come up to standard (giving a reasonable length of time). (4) Give the teacher a living salary that is commensurate with his standard of living. (5) Adjust the rural school term so that seven months can be had (this may be done by teaching five months in the fall and winter,

and two in the summer). (6) Enforce the Compulsory Attendance Law."

Taking the Public With You

Mayhew Derryberry discusses the problem of winning enthusiastic public support for health programs and gives some "examples of errors in health education which may cause the public to learn some things that are contrary to the intended teaching," in the April issue of *The Health Officer*. The writer suggests seven procedures for making health education more effective, among which are the following: "Make certain that all members of the department focus on giving the same advice to the public, thus avoiding conflict of advice which engenders distrust. Be sure that the medical profession agrees with the educational work, and that they will render the type of service promised to the public. Teach specifically in terms familiar to the public. Appeal to the basic interests of the public and thus motivate learning in terms of the fundamental drives of human nature. Consider the public's educational level and former experiences and be sure that no effect is related to a cause which the patient believes from his experience not to be true, without complete explanation of the way in which the cause-effect relationship operates. Urge the public to practice health behaviors, not for the purpose of satisfying a regulation or a public health worker, but to bring satisfaction to themselves."

What Southern Negro Youth Wants

"We who are young, and who live in the South, want first of all the right to vote. . . . A second thing we want is work. . . . We want more opportunity for education. . . . We want to get married. . . . We want an opportunity to develop our talents. . . . We want a religious life. . . . We want a world at peace. . . . In short, we want to live." These are the wants of Negro youth as expressed by the delegates to the all-Southern Negro Youth Conference which met in Chattanooga, Tennessee, in April, and presented by Edward K. Strong, executive secretary of the Conference in the May issue of *Opportunity*.

Health in Relation to Prosperity in the South

The June issue of the *Journal of Home Economics* presents a paper read by Dorothy Dickens before the joint session of the Southern Agricultural Workers Association at Atlanta, Georgia, in February, 1938. The writer, in indicating the low standing of the South in health, states that "The South's relative standing in health is, of course, adversely affected by the large Negro population, but the Negro is an integral part of the region's people and cannot be excluded from consideration"; she also states that "Undoubtedly, poor health has affected the prosperity of the South." The writer proposes the following for improving the situation: "(1) complete elimination of the three diseases peculiar to the South [hookworm, malaria, and pellagra]; (2) improvement of the diet of southern

people; (3) an increase in income; and (4) programs of health education for the entire population."

You Might Also Like to Read—

The Illegal Status of Separate Education in New Jersey—Vishnu V. Oak and Eleanor H. Oak write of the attitudes of school officials and Negroes toward the "evasions of the spirit of the school law" which prohibits exclusion of Negroes from any public school in New Jersey, in *School and Society* for May 21, 1938.

"*Tell Them We are Rising*"—A very interesting and informative account of some of the difficulties faced by Negroes in the South and their migrations to other sections of the country as a mean of escaping them, appears in *The Negro History Bulletin* for May.

The Need of an Enlarged High School Curriculum—George H. Binford stresses the need for changes in the high school curriculum and for more and better community relationships in the May issue of the *Virginia Teachers Bulletin*. He states that the school "must create in youth a more dynamic intelligence, a surer initiative, a self-disciplined character, a broad and social outlook on life." In the same issue, Samuel A. Madden presents a graphic account of the adult education program for Negroes in Virginia in his article *For Adult Education*.

All the Children of All the People—Barbara Jane Young writes of a classroom procedure, with children of several racial groups, which attempted to "find out who and what

a given group of first-year high school pupils were in terms of their home backgrounds, needs, interests, purposes, and plans" in the May issue of the *California Journal of Secondary Education*. In this same issue is an interesting symposium concerning "Growth in Service."

Aggression in Children—The May issue of *Child Study* presents interesting and helpful articles dealing with the various aspects of aggression in children. If used with the study outline which is included, study groups will find ample materials for understanding this important aspect of child behavior.

An Inexpensive Start for the Camera Club—Stephen A. Griffin tells of the organization and activities of a camera club in the Livermore Falls, Maine, high school, in the April issue of *Student Life*.

Infant Feeding—Harold C. Tooker presents some of the questions asked by mothers about feeding infants, and gives their answers in *Hygeia* for May. In the same issue is a highly informative article, which tells parents what to do when their children have to undergo operations, entitled *Your Part in Your Child's Recovery*, and written by Persis Penningroth. For those who plan to send their children to a summer camp, there is a helpful article by Frank Howard Richardson in the June issue of *Hygeia*, entitled *You — and Your Child's Camp: I*.

Fighting Syphilis — Albert L. Hinton tells, in *The Crisis* for May, of the work of Dr. David Wellington Byrd, and his Public Clinic in Norfolk, Virginia, in helping to

fight syphilis among the Negroes of that city. In the same issue H. B. Webber and Oliver Brown present an interesting story of organized Negro baseball in their article *Play Ball*.

On the Spot—Valuable hints on how to cut cleaning costs by home “doctoring of spots” is given in the May 9 issue of *Consumer's Guide*. Issued every two weeks by the U. S. Department of Agriculture, this magazine presents much needed information to consumers.

Home Living Problems — The May issue of the *Journal of Home Economics* presents an article by Grace G. Reeves who illustrates in each of the twelve grades how home economics work offers practical opportunities for “the child to gain experience in certain situations which enrich the social studies program.”

A Basic Program for Music Study—A preliminary report by the Music Educators Research Council of the music program for grades four, five and six is presented in the May issue of the *Music Educators Journal*. Our readers should be interested in a comment concerning Paul Robeson and race prejudice, which appears in the “Armchair Gossip” section of the same issue of the magazine.

Transportation — The illustrated unit of work by Katherine L. Julian appearing in the May issue of *The Instructor* is concerned with “transportation in widely different parts of the world.” In the June issue of the same magazine, Marion Paine Stevens presents an illustrated unit of work, entitled “*Gifts from the*

Old World, which considers “how many, many things which affect our ways of living have come to us from the Old World.”

The Road to Peace—In the May issue of *The Journal of the National Education Association*, the editors present “milestones along the road” to peace, starting with the Pax Romana and ending with organized education. Included is a useful list of references to further aid teachers “who may wish to show how tenaciously peoples whose history is almost a succession of conflicts have clung to the hope of ultimate freedom from war.”

Which Letter Gets the Job? — Frank G. Davis gives some sound advice to prospective teachers about writing letters of application for teaching positions, in *The School Executive* for May.

Arts and Crafts for Playgrounds—The May issue of *Recreation* presents some valuable suggestions for the summer arts and crafts program. They were taken from a report made by Frank A. Staples, Specialist in Arts and Crafts for the National Recreation Association, to the Recreation Commission of Bloomfield, New Jersey.

George Foster Peabody—The May issue of *The Southern Workman* is a memorial to George Foster Peabody, and contains many of the messages and addresses read and delivered upon the occasion of a Memorial Service held at Warm Springs, Georgia, on March 11, 1938.

A Venture in Rural-Teacher Education Among Negroes in Louisiana—A part of the report submitted

to the Division of Negro Education of the State Department of Education of Louisiana by Jane E. McAllister, appears in the April issue of *The Journal of Negro Education*. The article deals with "what has been done within the last year at Louisiana Rural Normal in the field of rural-teacher education."

Selected References on Kindergarten-Primary Education—Katherine L. McLaughlin presents the sixth annual annotated reference list in kindergarten-primary education in the April issue of *The Elementary School Journal*. In the May issue of the same magazine is an annotated bibliography of *Selected References From the Literature on Exceptional Children* prepared by Gertrude Hildreth and Elise H. Martens.

Parent Education—Presented in the April issue of *School Life* is an annotated bibliography by Ellen C. Lombard which points out "books and pamphlets containing current practices in parent education" and indicates "some of the changing characteristics in this field of education." In the same issue Earl W. Barnhart presents enlightening information in his article *Employment Opportunities for Beginning Stenographers and Typists*. Readers will find many helpful references in the annotated bibliography by Helen Ellis Wheeler and Beulah I. Coon, appearing in the May issue of *School Life* and entitled *Education for Home and Family Life*.

Black Omens—Stanley High presents in *The Saturday Evening Post* for May 21 and June 4, a straightforward and informative account of

the increasingly active part Negroes are taking in the affairs of the nation and of their sure steps toward racial solidarity.

Opportunities in the Field of Home Economics—The May issue of *The Morgan College Bulletin* presents a talk delivered by Mrs. Hattie P. Carter at a meeting of the Home Economics Club of West Virginia State College. It gives many points of interest and value to those interested in working in the field of Home Economics.

BOOK REVIEWS

■ *Uncle Tom's Children*, by Richard Wright. (New York, Harper & Brothers, 1938. 317 pages. \$2.50.)

This book of four long stories by a young Mississippi Negro, Richard Wright, is his first book and as such is indicative of the rare talent which he possesses. It is the result of his connection with the WPA Federal Writers Projects, and won for him a prize of \$500 which was offered by *Story Magazine* in a national contest for WPA writers, over 500 of whom made entries. The author presents his stories in a highly descriptive and gripping manner which holds the interest of the reader from the first to the last words. It is replete with drama, emotion, and a full understanding of the plight of the Negro in the white man's civilization. It should help to broaden the altogether too narrow perspective both races have of the status of the Negro in his struggle for freedom.

■ *For Freedom*, by Arthur Huff Fauset. (Philadelphia, Franklin Publishing and Supply Co., 1934. 193 pages. \$1.00.)

Subtitled "A Biographical Story of the American Negro," this book

traces the history of the Negro from the first slaves to the present time. Biographical sketches are given of many of those who have made important contributions to Negro history. "It is told in the spirit of young folk because they more than any of us, perhaps, are able to re-live the lives and struggles of heroic characters with that innocence and fidelity of interpretation which are so essential to a true understanding of the elements which underlie human aspiration," states the author in the preface. While designed primarily for children, the style and interest holding power of this book should have much appeal to grown-ups as well. It is amply illustrated with photographs and with drawings by Mabel Betsy Hill.

■ *The Child's Story of the Negro*, by Jane D. Shackelford. (Washington, The Associated Publishers, Inc., 1938. 219 pages. \$1.40.)

The author, a primary teacher in the Booker Washington School, Terre Haute, Indiana, "has endeavored to supply a long felt need of both teachers and pupils of the elementary grades by putting into the hands of the elementary children an easy, interesting book that will help them to appreciate the traditions, aspirations, and achievements of the Negro race." The book is illustrated by Lois Mailou Jones and each chapter has exercises to aid the teachers and pupils in their understanding of the very interesting materials. This book should be a valuable addition to the very few books in its class which deal with such a vital subject in the school curriculum.

■ *The Negro College Graduate*, by Charles S. Johnson. (Chapel Hill, The University of North Carolina Press, 1938. 399 pages. \$3.00.)

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"This record of Negro graduates covers the period from the time the first American Negro received an academic degree, one hundred and ten years ago, down through 1936. Particular attention is given to the number, location, occupations, and social and economic backgrounds of living graduates. For general study, more than 43,000 college and professional graduates were the basis; for more intensive analysis a distributed sample of 5,512 graduates was used. Upon the statistical bases thus derived an attempt is made to estimate future trends in higher education for Negroes. There is illuminating analysis of the occupational distribution and educational history of the graduates, of vocational choices of Negro high school students, of present-day vocational opportunities for trained individuals, and of probable future developments. Also included are data on incomes, property ownership, and living standards of graduates in various occupations. Methods of placement in their present occupations and factors determining vocational choices of the graduates should prove of great usefulness to the vocational guidance programs in the schools and should help to bring about a closer correlation between vocational choices, educational plans, and personal aptitudes.

"Detailed consideration is given those professions which at present absorb the bulk of Negro graduates—teaching, medicine, dentistry, and law. The last sections of the book deal with the relation of the college graduate to the community and with his

social and educational philosophy. An appendix reports the results of a special study of the effect of the depression on the Negro graduates."

■ *Youth Education Today*, Sixteenth Yearbook. (Washington, American Association of School Administrators, 1938. 509 pages. \$2.)

This valuable book is a practical guide for teachers and all others responsible for the present-day education of youth. It deals with such topics as the personal relationships, citizenship, leisure-time programs, in and out of school adjustment and guidance programs of youth. In addition, ample consideration is given to discussions of the developing of effective leadership of youth; youth organizations; and the services and agencies influencing youth. The volume is illustrated with charts and photographs. Also included is an appendix in which can be found an annotated, descriptive directory of many of the organizations which provide leisure-time and guidance services for youth. This book should be a welcome addition to the rapidly increasing literature about present-day youth.

■ *Youth Tell Their Story*, by Howard M. Bell. (Washington, American Council on Education, 1938. 273 pages. \$1.50.)

This book presents the results of a study of the conditions and attitudes of young people in Maryland between the ages of 16 and 24 which was conducted for the American Youth Commission. A total of 13,528 young

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people, 15.4 per cent of whom were Negro, were interviewed on problems concerning the home, the school, work, play, the Church; and attitudes about such things as war, voting, drinking, sex education, the future. Results of the study, which are presented graphically and tabularly, should prove of much value to young people and adults interested in the problems of youth.

Recent Books of Interest—

■ *Sojourner Truth*, by Arthur Huff Fauset. (Chapel Hill, University of North Carolina Press, 1938. 187 pages. \$1.)

The story of “God’s Faithful Pilgrim” Sojourner Truth is faithfully and interestingly portrayed in this the fourth contribution from the pen of the author.

■ *Tommy Lee Feathers*, by Ed. Bell. (New York, Farrar & Rinehart, Inc., 1938. 308 pages. \$2.50.)
A novel of Negro life in Tennessee.

■ *Swing That Music*, by Louis Armstrong. (New York, Longmans-Green and Company, 1936. \$2.50.)

The autobiography of a figure internationally famous in the world of dance music.

ARTICLES TO APPEAR IN EARLY ISSUES

The Peculiar Child.....	Alphonso A. McPheeters
Journalism as an Ally to Education.....	George W. Gore, Jr.
Guidance in Rural Education.....	Atwood S. Wilson
Preparation of Grade Music Teachers.....	Grace Price Goens
Integrating School and College Subjects.....	Reid E. Jackson
Teacher Retirement in Texas.....	T. W. Pratt
The Teaching of Economics in Negro Colleges.....	V. V. Oak
Business Education for Negroes.....	Charles H. Welch
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General	13	1	---	4	2	3	---	---	---	2	2	---	2	3	32
Elementary	3	2	---	---	---	2	1	---	1	---	1	1	1	1	6
Secondary	1	3	1	---	---	2	1	---	1	---	1	1	1	1	13
High School	4	2	---	2	---	2	---	2	2	2	1	1	---	1	19
College	2	3	---	2	---	---	---	---	---	1	---	---	2	3	13
Rural	1	1	1	---	---	1	2	---	---	---	---	---	---	---	6
Adult	6	---	---	1	---	---	4	---	---	---	---	---	---	---	11
Total	30	12	2	9	2	8	7	2	3	5	4	3	5	8	100

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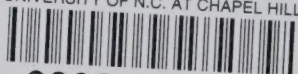
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